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ABSTRACT

This packet contains both a teacher's guide and a student activity book designed to help adult students learn about health and family living. Both booklets cover the following topics: health in the home, safety in the home (safety tips concerning children, tips on indoor safety, first aid), helping children with school activities, leisure time and recreation, and food and nutrition. The teacher's guide contains content information and a step-by-step guide to each lesson. It also contains a glossary, a bibliography of health and family living materials, a materials grid, and a list of related sources and projects. The student activity book includes information sheets, vocabulary exercises based on the content of the lessons, and activity sheets. A glossary and answer key to the exercises are included. (KC)

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ED301704

Health and Family Living
Teacher Guidebook

and Student Activity Book

ABE

PROJECT

RELEVANT
EDUCATION for
ADULT
LEARNERS

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ADULT BASIC EDUCATION

WARREN CITY SCHOOLS
WARREN, OHIO

CE 051471

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Project REAL: Relevant Education for Adult Learners

Health and Family Living Teacher Guidebook

ADULT BASIC EDUCATION

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INTRODUCTION

Project REAL-Relevant Education for Adult Learners - is the outgrowth of a concern expressed by the Adult Basic Education staff of Warren, Ohio, regarding a need for competency-based materials to assist adults in developing skills for everyday living.

Through a grant by the State of Ohio from the Adult Education Act, Section 309c, a demonstration project was funded for the purpose of developing instructional materials to help disadvantaged adults function independently and cope with the needs of our society.

One major objective was to ascertain the priorities for development through a needs assessment of our local community. A local advisory committee was organized, composed of members of industry, community agencies and ABE staff and students. Based upon the input of this committee, and the recommendations of Northeast Ohio ABE Coordinators from Canton, Cleveland, Elyria, and Euclid, a project team composed of teachers and aides developed this teacher directed step-by-step guidebook to be used with adults functioning at all levels from non-reader through grade twelve. We encourage local teachers to adapt the materials and ideas contained within this guidebook to help adults develop competencies in the area of Health and Family Living.

S. Keith Edgar

ACKNOWLEDGEMENTS

This publication results from the combined efforts of the Project REAL Team with continuous input provided by the Community Advisory Committee along with the assistance of various cooperating departments of the Warren City Schools, particularly William E. Brobst, Director of Assistance Programs, and his staff. In addition, James W. Miller, Assistant Director, and George Y. Travis, Educational Consultant of the Division of Federal Assistance, Department of Education under the direction of Raymond A. Horn, were of continuing and valuable assistance in the development of this project and its related products.

Scott C. Lehman

HEALTH & FAMILY LIVING TEACHER GUIDEBOOK

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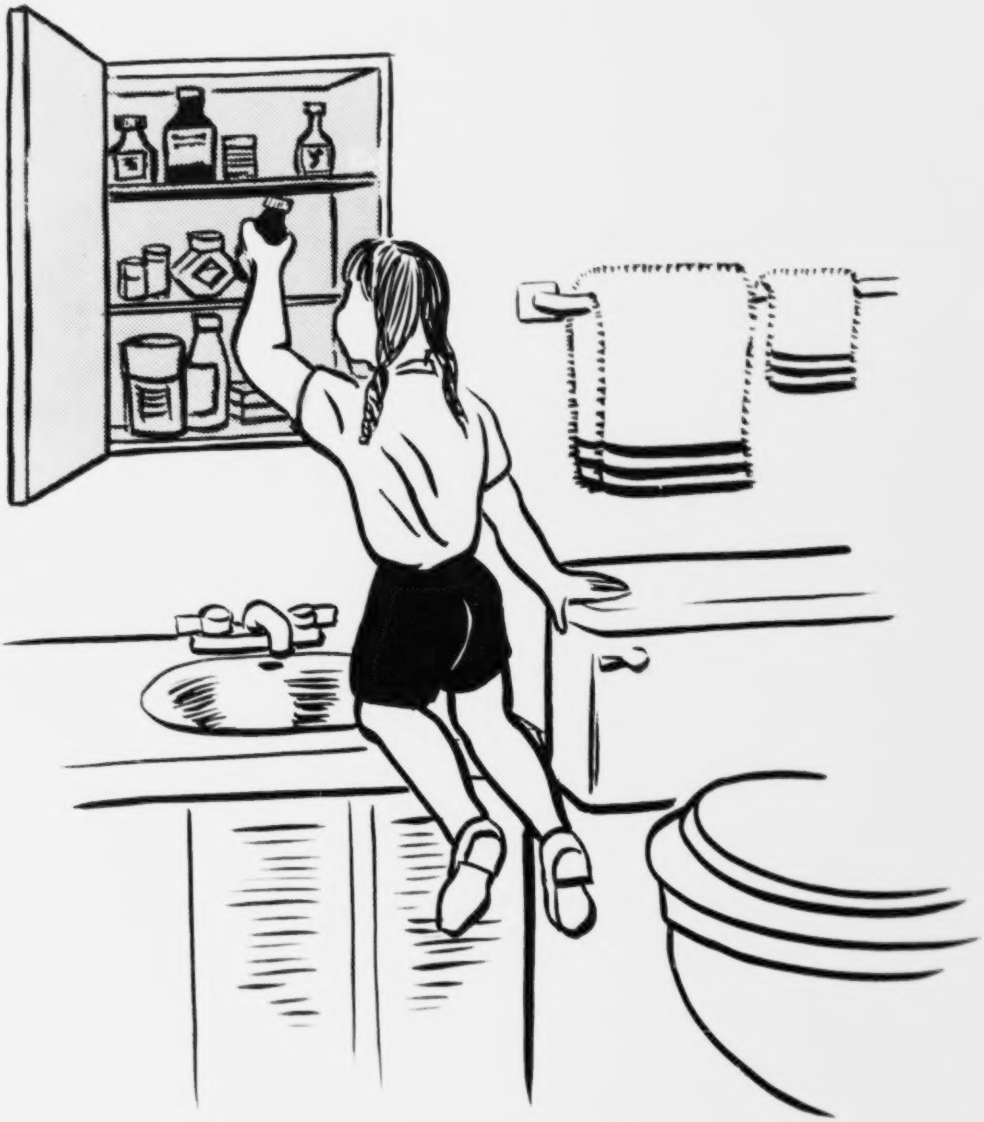


HEALTH AND SAFETY IN THE HOME

HEALTH IN THE HOME

There is much ABE students can do to prevent illness and maintain healthy lives for themselves and their families. The contemporary slogan, "If you have your health, you have everything," is so true, even more so to individuals experiencing illness and disease.

Illness means money and expenses to the average individual, whether in the form of doctor bills, medicine or time away from work. Therefore, it is of upmost importance to the ABE student.

The subject of health frequently arises in any conversation; thus the ABE teachers may wish to have some background information at their fingertips. The following material is designed to provide basic understandings and precautions concerning health, suggested actions to take in cases of emergencies, and health and safety topics for further pursuit by the individual teacher or student.

Step 1 - CHILDHOOD IMMUNIZATION:

Immunization, inoculation or vaccination are all names for the same process which brings about immunity to a disease. Immunization of children is of paramount importance and should be brought to the attention of the ABE parent.

The subject of immunization may arise for discussion from student concern, newspaper articles, health notices or simply from spelling and vocabulary work being studied.

It would be wise for the ABE teacher to stress to the students the value of record keeping concerning their children's illnesses and immunization dates.

Because of the importance and concern, the chart on the following page has been reproduced from the Ohio Department of Health. Additional information may be obtained from any city or county health department.

DIPHTHERIA - TETANUS - PERTUSSIS

DOSES:	1st	2nd	3rd	4th	5th
AGE:	2-3 mo.	3-4 mo.	4-5 mo.	16-18 mo.	Start School

DIPHTHERIA ...

Common Symptoms - Sore throat, croup, hoarseness and fever. The early signs are often dangerously confused with severe tonsillitis.

Possible Complications - Diphtheria causes a membrane to grow across the throat, choking its victim to death. This killer also sends a poisonous toxin into the blood steam, attacking the heart, and those who survive the illness may suffer crippling nerve damage.

TETANUS (Lockjaw) ...

Common Symptoms - The first signs of tetanus are irritability and restlessness. Victims suffer the agonies of stiff neck muscles, spasms and violent convulsions.

Possible Complications - when symptoms do appear, the outlook is bad even with the best treatment. The windpipe and lungs become paralyzed, causing suffocation. Even with prompt treatment, 55 out of 100 victims die.

HEALTH IN THE HOME

PERTUSSIS (Whooping Cough) ...

Common Symptoms - Whooping cough begins with a cough which is worse at night. Symptoms may at first be very mild. Characteristic "whooping" develops in about two weeks, and spells of coughing sometimes end with vomiting.

Possible Complications - The younger the child, the greater the risk. Most whooping cough deaths result from complications which affect the lungs such as broncopneumonia. Severe convulsive coughing can rupture lungs, permanently stretch bronchial tubes and burst small blood vessels in the brain, causing hemorrhage.

POLIO

DOSES:	1st	2nd	3rd	4th
AGE:	2-3 mo.	4-5 mo.	16-18 mo.	Start school

Common Symptoms - Slight fever, general discomfort and headache, stiffness of the neck, arms and legs may occur.

Possible Complications - Paralysis, deformity and/or death.

MEASLES (7-days, red, etc.)

DOSES:	1
AGE:	12 months or older

Common Symptoms - Cough, watery and sensitive eyes, running nose and fever, followed by a dusky-red blotchy rash.

Possible Complications - Many cases are followed by pneumonia or other infections leading to deafness or blindness. Some children develop brain fever (encephalitis) which can leave them mentally retarded. Measles can cause death.

RUBELLA (German Measles)

DOSES:	1
AGE:	12 months or older

Common Symptoms - Skin rash and mild fever. Glands at back of head behind ear and along back of neck are often enlarged. Sometimes the rash is hardly noticeable.

Possible Complications - Few children suffer complications from rubella, although in rare cases encephalitis (brain fever) does occur. The greatest danger of this disease is to the unborn child of a pregnant woman who gets rubella. The baby can be born with defects of the eyes, ears, heart and other organs, or other physical and mental defects. The baby may be born dead.

MUMPS

DOSES:	1
AGE:	12 months or older

Common Symptoms - Usually fever followed by painful swelling under the jaw or in front of the ear.

Possible Complications - Mumps may cause severe or serious inflammation of the brain and/or its coverings, infection of the ears, eyes, heart, joints, kidneys and other organs.

SMALLPOX

Smallpox vaccination is no longer required for school beginners or recommended for the general population.

Step 2 - EYE CARE FOR CHILDREN:

Everyone knows how important eye examinations are for themselves, but are often puzzled when it comes to children. Today's children learn more through their eyes than all other senses combined; therefore, the care of their eyes is extremely important.

The American Optometric Association suggests the following list of signs and symptoms to be used in determining the visual well-being of children:

General Behavior:

____ Clumsy: frequently trips or falls over objects
____ Poor eye-hand coordination for his age
____ Strain: thrusts head forward or squints his eyes while looking at distance objects
____ Poor performance on activity requiring visual concentration within arm's length (reading, coloring, drawing, etc.)
____ Short attention span: unable to concentrate on visual tasks
____ Engages in outdoor activity mostly (running, bicycling, etc.), avoiding activities requiring visual concentration within arm's length
____ Complains of nausea, dizziness, or headaches after engaging in activity requiring visual concentration

Appearance of the Eyes When Visual Concentration is Required:

____ Watering (tears in eyes)
____ Frequent blinking
____ Frowning or scowling
____ Tendency to rub the eyes
____ One eye turns in or out rather than looking directly at an object
____ Frequent sties or encrusted eyelids

Posture When Visual Concentration is Required:

____ Tense position when looking at objects far away or within arm's length
____ Holds head with his hand so that he covers one eye
____ Tilts head noticeably to one side
____ Holds book close to eyes or gets head down close to book or materials

If a child continually displays any of these symptoms, the child should receive a comprehensive vision examination. Many doctors recommend that periodic vision examinations begin at the age of three.

Step 3 - DENTAL CARE:

Dental care is more important than most people who still have their natural teeth realize.

HEALTH IN THE HOME

Oral health is extremely important especially for children and young adults. If one cannot chew properly, his/her health can suffer in many ways. Headaches, earaches, facial pain and tooth decay are only a few of the problems which can occur.

The ABE students can learn to take care of their teeth correctly and also be considerate of the dental needs of their families. ABE teachers can suggest that students take advantage of every possible means to prevent tooth decay. The cost is not high over the years when compared to the cost of replacement, the difficulty encountered and the possible discomfort endured.

Encouragement should be given to see a dentist regularly. The recommended age for a child's first visit is three.

Step 4 - EMERGENCY HEALTH CARE:

Everyone should be aware of the basic health and first aid steps to follow concerning the many emergencies that can occur in the raising of a family. This type of discussion should prove practical and time well spent in any ABE center. Most people feel inadequate at handling an emergency so reviewing and sharing the following American Red Cross material should be welcomed.

Wounds

A wound is an injury in which the skin is cut or penetrated. The danger in any wound, no matter how minor, is the possibility of bleeding, germs, and infection. Thus the major objective in caring for a wound is to protect the wound from contamination, and control bleeding. Deep wounds may be complicated by injury to internal organs and by fractures.

The three common types of wounds are abrasions, lacerations and punctures. In all three, the wound should be cleaned thoroughly, antiseptic applied and covered with a sterile gauze dressing. If the wound is so severe that bleeding is not controlled, or if there is any possibility of injury to nerves, joints or tendons, a physician should be contacted immediately.

Shock

Shock can occur as a result of a serious injury to the body, a bad burn, broken bones, lacerations, serious illness and sometimes through emotional disturbance.

When a person is "in shock," the blood flow in the body is disturbed. The brain does not get enough blood and makes thinking difficult, and causes all body processes to operate at a low level. The victim usually feels weak and often vomits. The skin is cool and pale or ashy, and perspiration usually appears on the forehead, chin or around the mouth.

A person in shock should be made to lie down at once with a blanket underneath as well as on top. Body temperature should be maintained, and measures taken to avoid additional pain. Do not disturb the injured person unnecessarily as handling and careless transportation can make shock worse. Remember, the objective in caring for shock is to prevent or reduce shock by keeping the victim lying down and comfortable.

Poisoning

A poisoning case requires immediate first aid; otherwise the poison may spread through the entire body and in some cases, damage the stomach.

Poisoning can occur as a result of attempts at suicide, accidentally eating contaminated food, or carelessly taking a poison from the medicine cabinet or cleaning closet, etc. Medicine cabinet poisons can include prescription drugs, substances intended for external use, pain and headache relievers, sleep inducers, laxatives, antiseptics and others. Almost all prescribed drugs are dangerous if taken in larger than directed doses. Aspirin poisoning is very common among children.

Signs and symptoms of poisoning can be detected through information from the victim or an observer, tell-tale containers, burns about the lips or mouth, revealing breath odor, nausea, vomiting, visual disturbance, convulsions or fits, headaches or deep sleep.

The most important thing in treating poisoning is DON'T DELAY. Dilute poison with large amounts of water or milk. Try to induce vomiting by administering one tablespoon of Syrup of Ipecac, or by use of a finger or spoon to induce gagging and vomiting. If the poison is known to be an acid, alkali or petroleum product, do not induce vomiting. Neutralize the acid with baking soda or milk of magnesia; follow this with milk, olive oil or egg whites. Neutralize an alkali with a weak acid such as lemon juice followed with milk. If the antidote is given on the label of the poison bottle, follow it as directed.

If the victim is in a coma, a deep sleep, or clearly has systemic symptoms that the poison has been completely absorbed because it was taken some time ago, keep the victim warm and seek medical care immediately. The following is a list of poison control centers for the state of Ohio:

AKRON	Children's Hospital Buchtel at Bowery	216/379-8562
CANTON	Aultman Hospital Emergency 6th and Clarenden Ave. SW 44701	216/452-9911 (Ext 203)
CINCINNATI	University of Cincinnati Cincinnati General Hospital 234 Goodman Street 45229	513-872-5111
CLEVELAND	Academy of Medicine 10525 Carnegie Avenue 44106	216-231-4455
COLUMBUS	Children's Hospital 17th at Livingston 43205	614-228-1323
DAYTON	Children's Medical Center Box 1000, 1735 Chapel Street 45404	513/461-4790
	U.S.A.F. Medical Center Wright Patterson AFB 45431	513/878-6623
LORAIN	Lorain Community Hospital 3700 Kilbe Road 44052	216/282-2220
MANSFIELD	Mansfield General Hospital 335 Glessner Avenue 44903	419/522-3411 (Ext 545)
SPRINGFIELD	Community Hospital 2615 East High Street 44501	513-325-0531 (Ext 371)
TOLEDO	Medical College Hospital P. O. Box 6190 43614	419/382-7971

YOUNGSTOWN	St. Elizabeth Hospital 1044 Belmont Avenue 44505	216/746-2222
ZANESVILLE	Bethesda Hospital Poison Information Center 2951 Maple 43701	614-454-4221

Fractures

A fracture is a break in a bone and is not an uncommon injury. The causes are many - from sports to traffic accidents. The signs of a fracture are pain, tenderness, lack of motion, swelling, deformity and discoloration.

When a bone is broken, it is best not to permit movement of the broken ends or of the joints near the injury. Remember to give first aid for shock, and if an open wound is involved, control bleeding with direct pressure. Whenever possible, try to immobilize the fracture by using splints, pillows, blankets, etc.

Burns

Burns occur from contact with dry or moist heat, electricity, chemicals or the sun's rays. Burns are among the worst injuries because of the intense pain, the high possibility of infection and the slowness of healing.

Burns are classified according to depth or degree. In first degree burns the skin is reddened; second degree burns produce blisters; third degree burns are associated with deep destruction of the underlying growth cells.

The recommended initial treatment of a burn is to place a wash cloth or towel soaked in ice water on the affected area for about fifteen (15) minutes.

Do not break blisters. Be sure the person attending the victim has clean hands - be prepared to treat for shock.

In case of chemical burns, follow specific directions on the chemical label, if available. Wash away chemicals with large quantities of water and follow the same precautions as with a heat burn. Always contact a physician.

Fainting

Place the victim on his/her back and keep him/her lying down and resting until recovery is complete. Often a whiff from an ammonia ampule helps. Usually a person who has fainted will regain consciousness immediately; however, if the fainting is prolonged or occurs often, call a doctor.

Choking on Food

Unless a rescuer acts quickly, a food choking victim can die in four minutes. The victim usually cannot speak or breathe, turns blue, and then collapses.

The rescuer can use two methods of treatment; one for lying down face up and the other for a standing or sitting position.

If the victim is lying face up, kneel astride victim face to face. With one hand on top of the other, place the heel of the bottom hand on victim's abdomen below the rib cage and slightly above the navel. With a quick upward thrust, press forcefully into victim's abdomen. Repeat several times if necessary, so that the obstruction is forced out of the trachea into the mouth.

If the victim is standing or sitting, stand behind victim and wrap your arms around the victim's waist. Place fist, thumb side in, against victim's abdomen, again below the rib cage and slightly above the navel. Grasp the fist with the other hand and press forcefully with a quick upward thrust into the victim's abdomen. Repeat several times if necessary.

Bruises

Treat with cold compresses immediately following injury. If deep involvement is suspected, medical attention is necessary.

Slivers and Splinters

Treat as a puncture wound if deep. Those lodged superficially may be removed after the skin has been washed.

Foreign Bodies in Eye

Remove only those foreign bodies which can be readily located and can be gently washed out with water or removed with sterile moist cotton applicator. If the foreign body is imbedded or cannot be located, temporary relief can be effected by a firmly applied bandage over the eye - see a doctor immediately.

Head Injuries

Keep patient lying down and warm - call a doctor. If unconscious take patient to the Emergency Room of the local hospital.

Dog Bites

Clean with soap and running water and cover with dry dressing. Refer to doctor. Offending dog should not be killed, but identified and held until picked up by authorities for observation. Notify the City or County Health Department.

Nosebleed

Apply cold compresses to back of neck and forehead; pinch the nose together against the septum. Have patient sit up and hold pressure against the nasal bone for 10-15 minutes. If bleeding persists, blow nose thoroughly and start over. If it still persists, go to the emergency room of the nearest hospital.

Step 5 - PHONING PROCEDURES IN CASE OF AN EMERGENCY:

If an emergency exists, the ABE student should be aware of the phoning procedures to follow:

1. Get the person out of danger, then go to a telephone - it is the fastest way to get help.

2. Posted in plain sight on all phones should be the following emergency numbers:

Family doctor
Police department
Fire department
Nearest hospital
Rescue Squad

HEALTH IN THE HOME

The following is a suggested form which the students can fill out and tape to their phone receiver. It would be wise to cover it with clear tape to protect it from damage.

Doctor____________________ Hospital____________________ Ambulance____________

Poison Control Center____

Police________________ Fire Department_____________ Rescue Squad_______________

3. After placing the call, give to whomever you speak the following information:

   a. Tell them quickly what happened, and that it is an emergency.
   b. Give them the address and phone number where the emergency is.
   c. Tell them who you are (specifically your name and relationship).
   d. Tell them what (if any) first aid has been given.

4. If parents intend to go on vacation and leave their children with a sitter or relative, and an emergency arises where the child needs medical care, follow these important steps:

   a. Before you leave, write out a note stating the child's name, your relationship to that child, and your permission for emergency treatment. It is important that each child has his/her own note as the hospital files them separately in each child's folder.

   b. Each note must be notarized or it is not legal and most hospital's will not start emergency treatment.

   c. Always leave a clear message including phone number and address where you can be reached in an emergency.

SAFETY IN THE HOME

Many of the accidents occurring in the home each year are unnecessary and certainly avoidable. If the students were given a better background on "how to be prepared" and which precautions to take, they could better insure their family's safety.

Students and teachers alike should critique their homes periodically to measure the safety conditions and then take the necessary steps to improve them, especially homes where children are involved. Because children are explorers and usually curious about new experiences around the house, adults cannot afford to be lax when it comes to home safety.

In addition to a safe environment, safety rules and practices should also be established. Safety is not to be taken lightly, and should be reviewed often.

Only after students refresh their memories or gain new understandings of what their involvement and responsibilities are, can they thoroughly and methodically eliminate possible threats to their family's security.

I - SAFETY TIPS CONCERNING CHILDREN

Step 1 - FEEDING THE BABY

1. Heat the baby's bottle until just slightly warm. To check, sprinkle a few drops on the wrist. If it feels hot, it will burn the baby. The bottle can be fed at room temperature. If refrigerated, take the chill off.

2. When feeding a baby, it is not a good idea to prop a small infant's bottle.

3. After feeding, place the baby on his/her side or abdomen. This prevents choking if the baby spits up.

4. To reduce excess gas and choking, babies should be burped after every 2 to 3 ounces of milk. Newborn babies should be burped after every one-half to one ounce of milk.

Step 2 - DRESSING CHILDREN

1. To avoid pricking the baby when using safety pins and cloth diapers, the pin should be pushed along the fingers underneath the material. This method keeps the pin away from the baby's skin.

2. While changing a baby, the mother must be careful with the pins and baby powder and keep them out of the child's reach.

3. Make sure a piece of the plastic backing from the disposable diaper does not get in the baby's mouth as the child could suffocate.

4. Shirts that go on over the head should be first stretched-out at the neck with the mother's fingers.

5. Beware of loose snaps and buttons on clothes.

6. If using clothing with shoulder straps, make sure the straps are pinned at the shoulders or will stay up well on their own. If left undone and dragging, the child can trip on them.

Step 3 - CRIB SAFETY:

1. To support a baby properly, use a good firm crib mattress.

2. Never cover a mattress with a plastic dry cleaner bag.
3. To prevent suffocation in a crib, do not use a pillow. Also, use only enough blankets as are needed for warmth.
4. To prevent the baby's head from injury or getting caught between the crib bars, use a bumper pad in the crib.
5. Check the slats on the crib and playpen to be sure they are close together. A baby's head or body can get caught if there is too much space.
6. A baby should be watched at all times when on a bed or table. Keep the sides up on the crib as babies can quickly and easily fall.
7. Extra care should be taken concerning painted toys and areas that a baby may be exposed to. Some paints contain lead which can be harmful.
8. Check the crib mobile for any loose parts that baby could swallow.
9. Try not to place a crib near a window where the child can push the screen out, and climb out of the window.
10. Vaporizers in a child's room should be kept a safe distance away so the steam won't burn the baby, or be pulled over by the baby.
11. Heating pads and electric blankets should not be used on children, especially if the child is a bed-wetter.

Step 4 - CHILDREN'S TOYS:

1. It is a good idea to teach a child "how to" and 'how not to" use a new toy. Spend time with and observe how the children use their toys.
2. Regularly inspect your child's toys for sharp metal edges, splinters, chipping paint, etc. Also check doll's eyes for looseness as they may have metal pins behind the eyes.
3. It is best to sand down toys with chipped paint, or touch them up. Remember to use paint that contains no lead.
4. Watch for broken seams. Sharp wires are often found inside rubber toys that are designed to bend.
5. Do not buy toys with small removable parts for small children. The chances are great that babies may swallow them or put them in their noses or ears.
6. Small electrical toys (wood burning sets, etc.) are a poor choice for small children. They can cause bad burns.
7. Teach children to keep their dolls away from possible sources of heat. Some dolls have hair that is highly flammable.
8. To prevent accidents, teach children to keep their toys away from steps and highly traveled walk-ways.
9. Try to buy unbreakable crib rattles. A baby can choke on the small beads inside.

10. If any of the baby's toys have cords or strings around them, remove them to avoid accidental strangulation.

11. Only older children should be permitted to use such things as bows and arrows, slingshots, pop guns, darts, etc. They should be supervised and instructed on proper usage.

The ABE teacher may wish to suggest places throughout his/her community where parents/students could find low cost, used items that have been mentioned in this safety section dealing with children.

Such items as baby beds, pads, playpens, blankets, vaporizers, toys, etc., can often be found at garage sales, Goodwill Industries, flea markets, and in the newspaper classified ad sections.

Step 5 - BATHROOM SAFETY:

1. To prevent burns, teach children which spigots contain hot and cold water.
2. It is very dangerous to leave a small child alone in a bathtub, even for a second.
3. When running a child's bath water, first run some cold water and then add hot water until a comfortable temperature is reached.
4. One way to test baby's bath water is by dipping the wrist into the water. The wrist is more sensitive to temperature changes than the hand. Water should be 100 - 105 degrees F.
5. Use only a minimal amount of water when bathing a child. Even if the child slips, there is less chance of drowning.
6. Always measure bubble bath and bath oil before using as too much can make a tub slippery and cause a rash for the allergic child. If a rash appears, a doctor should be consulted.
7. To provide better footing in a bathtub, use rubber grips or a towel in the bottom of the tub. The towel will adhere better if placed in the tub before the water is started.
8. Hand rails are an excellent safety feature to install on the sides of a tub or shower.
9. When bathing an infant, always hold him/her firmly with one hand behind the baby's head/shoulders and around the other arm, then use your other hand to sponge the child.
10. Handle a wet baby firmly as babies are very slippery and squirmy.
11. To prevent a fall, teach children to step over (not on), the ledge of a tub when getting in or out.
12. All pressurized cans, such as deodorants or hair sprays, should be kept up out of a baby's reach.
13. Do not use electrical appliances (T.V. or radio) near a tub.
14. Keep razors and blades in a locked cabinet where they can't be reached by children.

SAFETY IN THE HOME

Step 6 - MEDICINES, DRUGS, AND OTHER POISONS:

1. The following household items pose potential dangers and should be kept away from children: prescription drugs, over the counter medicines, chemicals, laundry soaps, bleaches, paints, spray bottles, acids and all cleaning supplies.

2. Medicine should be kept in its original container; never put into an unmarked bottle. Have the pharmacist label prescriptions describing type of medication, date filled, dosage, amount within, etc.

3. Since many medicines cannot be safely mixed together, do not take two medications without first checking with the doctor or a pharmacist.

4. Destroy all old or unused medicine by flushing down the toilet, and then properly discarding the container.

5. Keep purses away from babies particularly if they contain medicine.

6. When trying to get children to take medicine, do not tell them it is candy. Children believe exactly what they are told.

7. Make sure your prescription drugs have bottles with child-resistant caps, especially if there are toddlers in your home.

8. Often, household chemicals (such as chlorine bleach) do not mix well with each other and may produce deadly fumes.

9. Teach children what a poison label looks like and its meaning. It is a good idea to buy stickers with poison labels on them for all dangerous items in the home.

II - GENERAL TIPS ON INDOOR SAFETY

Step 1 - ELECTRICAL:

1. All worn or frayed electrical cords should be replaced to eliminate the possibility of getting shocked.

2. Cover all electrical sockets not in use. This eliminates the problem of a child inserting articles into the socket and getting shocked.

3. Disconnect any extension cord or appliance cord immediately after use.

4. Do not operate any electrical appliance, switch, or tool with wet hands.

5. Keep all electrical appliances (heater, T.V., radio, etc.) unplugged when near a tub, sink, or pool.

6. Lightning rods are helpful to ground a home as it directs the lightning into the ground.

7. The following suggestions are helpful to remember during the Christmas season while having a lighted tree in the home:

   a. Set up the tree away from potential fire areas as fireplaces and heaters.
   b. Use electrical light sets that have been approved by Underwriters Laboratory; look for the UL symbol on the cord. Do not use lit candles on a tree.

c. Unplug the electric lights every so often so they can cool off. If you plan to leave the house, disconnect the electrical current completely from the tree.
d. Keep the tree holder filled with water. When the needles turn brown and start falling, dispose of the tree.

8. Don't run electrical cords under rugs or doors. It is best to keep them as close as possible to the wall.

Step 2 - STAIR SAFETY:

1. Stairways should be well lit.
2. Handrails should be on both sides of the stairway if the stairs are quite wide; otherwise, just one handrail is adequate.
3. When your child reaches the proper age for climbing stairs, show him the correct way to go up and down the steps.
4. All loose boards in steps and handrails should be repaired.
5. To avoid falls, do not over-wax your floors or stairways. Any spilled liquids should be wiped up immediately.
6. Replace or repair any frayed, worn out mats or carpet pads on steps or at doorways.
7. Instruct children to keep all their toys, books, etc. off the stairs and main walk areas.
8. Carpet pads are helpful in maintaining stair safety.
9. In dark areas, such as at the bottom of the cellar steps, paint a white stripe that can be easily seen.

Step 3 - RUGS AND CARPETS:

1. Use rugs with rubber backing or those that can be fastened to prevent slipping.
2. Repair all unthreaded or raveled rugs.
3. If you have small children walking in your home, it helps to temporarily remove all throw rugs that slip easily.

Step 4 - WINDOW AND DOOR SAFETY:

1. Use only safety glass or plexiglass in doors and windows.
2. Apply decals or some type of color to sliding glass doors as a warming.
3. Use sturdy screens, gates, or bars on upper-level windows so children won't fall out.
4. Keep all cords or strings away from children so they can't climb up and strangle themselves.
5. Use window locks on all windows.
6. It is a good idea to remove inside locks on doors within the home. If adults want privacy or security, a hook and eye lock or bolt can be installed up high on a door.

SAFETY IN THE HOME

Step 5 - KITCHEN SAFETY:

1. It is a good idea to keep bowls of nuts, popcorn, and hard candies away from toddlers as they can choke on these.
2. All heavy appliances (mixers, toasters, blenders, etc.) should be kept away from the edge of the counter so a child cannot pull them off. Also beware of long tablecloths with these items on them, as they can also be pulled off.
3. Keep matches, lighters, etc. out of a child's reach.
4. Keep all house plants (green plants and those that have flowers) away from children as chewing on the leaves may cause vomiting or death.
5. All refrigerators, washers, or dryers no longer in use should be chained shut or properly disposed of so children can't crawl in and suffocate.
6. Cover all electrical plugs and sockets so children can't stick forks, etc. into them and get shocked. Covers can be purchased in hardware stores or furniture can be placed in front of unused outlets.
7. To prevent children from tipping a hot pan over on themselves, keep pan handles turned inward on the stove.
8. All spray cans should be kept away from children. If sprayed into eyes the contents can cause temporary or permanent damage; if inhaled into the lungs, pneumonia or other respiratory problems can occur.
9. To avoid contamination, keep kitchen free of insects and rodents.
10. Without proper instruction, garbage disposals, dishwashers and washing machines are very dangerous instruments; each is capable of destroying body limbs.
11. Teach children the meaning of "hot." Students should point out particularly dangerous items such as irons, stoves, radiators, fire, pans on burners, etc.
12. Sharp knives and other utensils should be kept in a drawer separate from the silverware. Wall racks are a good alternative when mounted high out of children's reach.
13. Can openers and other kitchen utensils should be kept clean to prevent bacteria from forming.
14. It is a good idea to keep a fire extinguisher in the kitchen.
15. To avoid food poisoning, unless you are very familiar with wild berries and mushrooms, it is best to buy from a good food store rather than pick them.
16. Do not buy dented or bulging canned foods at the store. There may be toxic gasses formed which can create food poisoning.
17. Do not store any acidic food or beverage (such as tomatoes or orange juice) in a ceramic container. The glaze on the dish may be dissolved by these foods and becomes toxic because of the release of metals found in the ceramic clay.
18. If food smells or looks strange, do not eat it.

19. All members of the family should wash their hands before eating or touching food.

20. Bacteria grows very quickly on food that sits at room temperature. Danger zones are between 60° and 120° F, so keep all perishable items in the refrigerator.

21. Heated foods should be eaten immediately or refrigerated as soon as they are slightly cooled.

22. Eggs, custards, pies, salad dressings, milk and other products containing milk and eggs, should be refrigerated as soon as they are brought home from the store. If students are not sure whether to refrigerate or not, they should do so anyway just to be safe.

23. The Food and Drug Administration has suggested the following precautions when using plastic roasting bags:

    a. If no seasoning mix is supplied, add at least one tablespoon of flour to coat the inside of the bag; this helps to protect against bursting.
    b. Use a pan large enough to contain the bag, and at least an inch and a half or two inches deep.
    c. Prick about half a dozen holes in the bag before putting the food in the oven to allow for escape of steam and gasses formed during cooking.
    d. Be sure the bag cannot come into direct contact with the heating element in the oven.

24. If you are shopping for a microwave oven, be sure it has a label certifying compliance to safety standards set by the Federal Government.

25. To be sure that students are not subjecting their family to any burn or radiation hazard with a microwave oven, suggest that they use these precautions from the Public Health Service:

    a. Examine your new oven for any visible damage.
    b. Follow manufacturer's instructions for safe operation.
    c. Never tamper with the safety interlocks or insert a wire, knife, or other object through the grill door or around the door seal.
    d. Never turn on the oven when it is empty.
    e. Stay at least an arm's length away from the front of the oven while it is operating, and be sure to switch it off before opening.
    f. Be sure anyone using a cardiac pacemaker stays even farther away, since microwaves can interfere with such devices.
    g. Clean the interior, door, and seals often using water and a mild detergent - not scouring pads, steel wool or other abrasives.
    h. Have the oven checked periodically by a qualified serviceman to make sure wear and tear have not created hazards.

Step 6 - BASEMENT, ATTIC AND GARAGE SAFETY:

1. Keep all tools, nails, paints, chemicals, shoe polishes, sharp metals, glass and razors out of children's reach.

2. Keep laundry compounds in a locked cabinet. Bleach or any caustic chemical will destroy inside tissue if swallowed.

3. Discard old newspapers. Do not allow them to pile up as they are a fire hazard.

SAFETY IN THE HOME

4. All rags should be kept clean, folded, and in a cabinet. They should not be left oily or dirty and laying around on the floor or in a closed container.

5. Make sure all paints, turpentines, and other types of cans are kept tightly closed, as fumes from opened cans are combustible and may be fatal if inhaled. Use them only in a well-ventilated area.

6. If a basement has a concrete floor and steps, be careful when it is wet as it can become slippery.

7. It is not a good idea to stand on the bare concrete floor while ironing. Concrete is moist and one could get shocked.

8. It is not a good idea to leave home while the washer or dryer (or any appliance) is operating. The applicance can over-heat and start a fire.

9. With children around, it is a good idea to partition off the furnace and water heater to prevent bad burns. Leave enough room for air space around them.

10. To prevent fires, do not put paper or anything combustible on top of the furnace or water heater. These surfaces get extremely hot and could easily ignite the articles.

11. Keep clothing, paper, chemicals, paints, etc. far away from the furnace's pilot light.

12. Ladders should be checked carefully after use and then properly stored.

13. Read directions carefully when using chemicals. Be cautious when mixing chemicals together. Chlorine bleach does not mix well with certain chemicals and produces lethal fumes.

14. To prevent a serious accident, do not put poisonous substances in a food container. It is best to keep them in the original container which is already labeled.

15. If storing unused appliances, make sure to remove the doors from the hinges or chain the doors shut so a child can't crawl in and suffocate.

III - THE FIRST AID KIT

Step 1 - CONSTRUCTION AND USE OF THE KIT:

First aid kits are designed to help a person in an emergency situation until a doctor is available. Students may purchase the kits, or assemble their own. Either way, first aid kits are effective only if these rules are followed:

1. Arrange the first aid kit ahead of time.

2. Do not keep the kit locked or precious time will be wasted looking for the key.

3. Use only a firm, strong box with a lid that fits tightly for the kit.

4. Everything within must be labeled clearly.

5. Keep a book or list within the kit that states all items inside, what their purpose is, and instructions on how to use that item.

6. Check over this list often to become familiar with this information; do not wait until an emergency arises.

7. Keep this first aid kit away from small children.

Step 2 - ITEMS INCLUDED IN THE FIRST AID KIT:

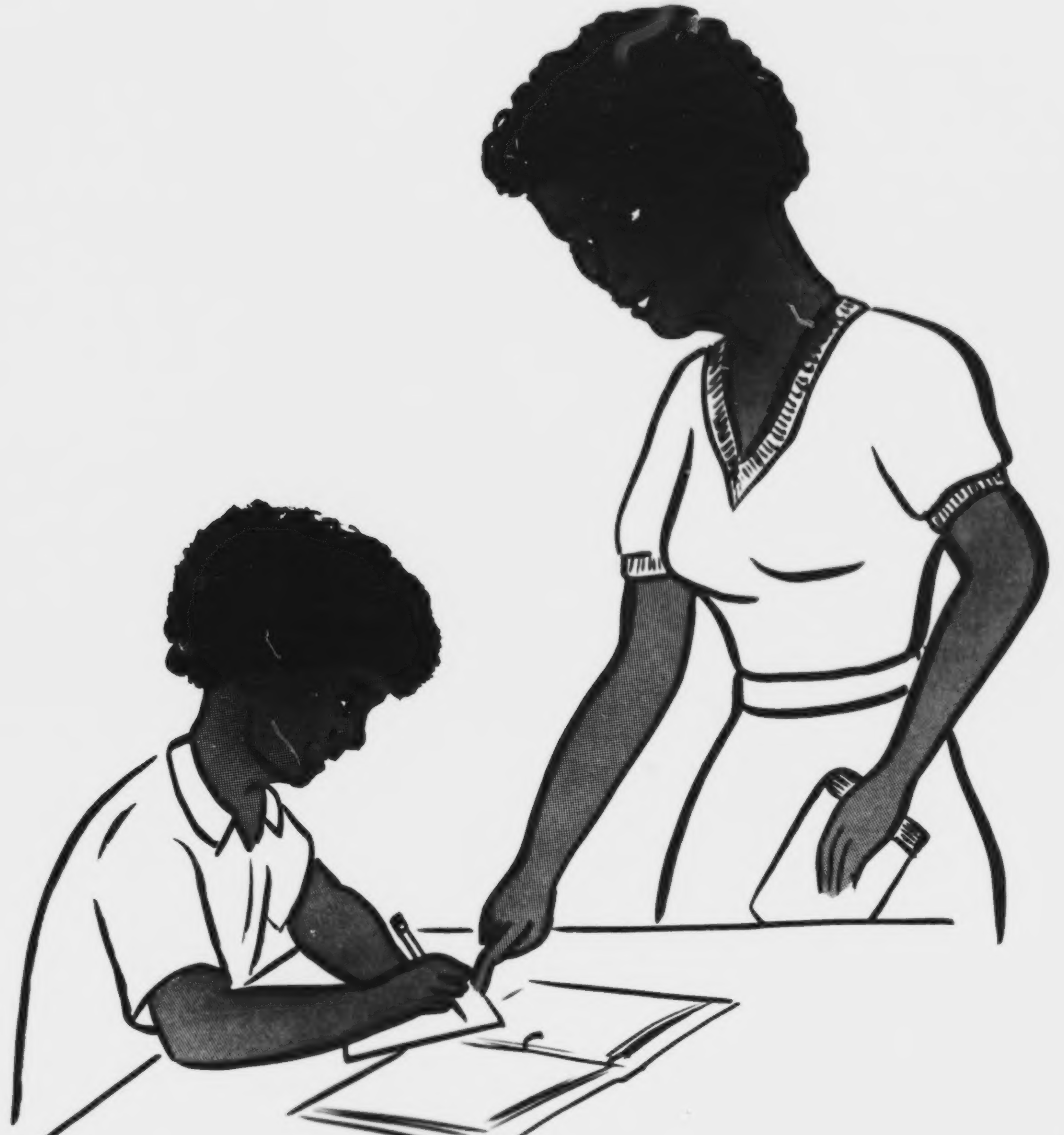
The following items should be included when preparing the first aid kit. The students may already have some of these things on hand, and if possible, it would be wise to purchase the remaining items.

Teachers may wish to duplicate this list for their students. It is a good idea to have a first aid kit in the ABE center for use and demonstration.

A CHECKLIST OF FIRST AID KIT NEEDS

Amount	Item	Use	On Hand	Needed
1 pair	small scissors	cutting gauze & bandages		
several	safety pins, 1½"	to hold bandages		
1 pair	tweezers	remove splinters & insect stingers		
1 packet	needles	remove splinters		
1	sharp knife or razor blades	multi-purpose		
1	teaspoon	holding tongue down stirring, measuring		
1	candle or flashlight	in case of power failure		
1 book	matches	sterilize needles		
1	(eye) medicine dropper	wash eyes		
1 each	oral & rectal thermometers	taking temperature		
1	hot water bottle	multi-purpose		
1	ice bag or plastic bag with rubber band	multi-purpose		
1 bar	mild soap	cleaning hands washing cuts		
1 box	calamine lotion baking soda	sunburn, insect bite		
1 box	dry mustard or syrup of ipecac	induce vomiting		
1 btl.	spirits of ammonia	for fainting		
1 box	bandaids	small cuts		
1 btl.	2% iodine or mild antiseptic	cleaning wounds		
1 btl.	mineral oil	burns		
1 roll	cotton	cleaning cuts		
1 roll	adhesive tape, 1"	hold gauze in place		
1 roll	1" & 2" gauze bandage	cuts, cleaning		
1 box	4 x 4 gauze dressing	covering wounds		

Helping Children with School Activities



HELPING CHILDREN WITH SCHOOL ACTIVITIES

Children need plenty of love, security, guidance and freedom to explore on their own. Children also need to develop independence and self respect. To help accomplish this development, the ABE student should be encouraged to build communication skills. Because children give many important clues to ways in which they can be helped. The students must learn to listen to what their children are saying. When parents are busy, they should explain that they cannot listen and work (or whatever) at the same time. However, parents must be sure to set aside time to talk to and listen to what their children have to say as this is very important.

It should also be explained to the ABE students that no one person knows all of the answers. If a question arises to which the answer is unknown, students should not fake an answer. Parents should tell the children that they do not know the answer, but "let's try to find the answer together." Encourage the students to always give reasonable answers to their children's questions. Too many foolish answers can be harmful. ABE teachers can point out that if students show a genuine interest in what is being said or done, their children will usually respond accordingly.

The following steps concern top priority areas of significance in helping children. The ABE teacher may find these useful, if giving advice to ABE parents.

Step 1 - EARLY CHILDHOOD:

1. Give the children plenty of experiences and talk to them. For example, look at things around the home, natural and man-made objects. Explain why trees lose their leaves, etc.

2. When doing something, try to include children into the activity. Explain why the activity is being performed, and what tools or methods are being used. Make the children feel as if they are contributing something. Patience is demanding but usually rewarding.

3. Books are valuable; most of the learning in today's schools are based on textbooks. If adults are not in the habit of reading, then there is an area for accomplishing two objectives; adults helping themselves and their children. They can set the example by reading books that they like. ABE students should make it a habit to read to their children. This helps them to build vocabulary, attention span, and it can be fun. These times can be the best because it gives students and their children a chance to relate in a very different way.

4. Let the children know they belong, and what is expected from them. The child learns to trust those who show love and express interest. Discipline is a form of interest. It allows the child to clearly understand what standards of behavior are expected.

Physical Development

Physical development is continuous throughout the childhood and adolescent years. The ABE teacher may wish to recommend many of the books listed in the bibliography to adult students concerned about the physical development of their children.

The ABE teacher may also wish to make general recommendations concerning large muscle control. Suggestions might include activities which involve running, skipping, climbing, throwing a ball, etc. It would be wise to enlist suggestions from various members of the class, especially ones that would involve family relationships.

Suggestions for small muscle control such as buttoning clothes, operating zippers, stringing beads, coloring, scribbling, painting, etc. may prove useful.

HELPING CHILDREN WITH SCHOOL ACTIVITIES

Children develop physically at various rates; however, the more varied the experiences provided, the better the chance of complete development. Many suggestions are given in numerous books concerning playing, development, and toys, etc.

When children reach school age, they will become part of physical education classes. Until then, the experiences they receive are due greatly to the involvement of the parents. Remember - television and playtime require management and decision making of which the child can be a part.

Discipline

Dr. Thomas P. Johnson, a psychiatrist who serves as a part-time consultant to the San Diego, California County Probation Department, is the author of a booklet, "Guidelines for Discipline," published by the Youth Service Bureau of the Probation Department from which the following twelve rules for rearing children are taken:

1. Don't disapprove of what a child is - disapprove of what he does.
2. Give attention and praise for good behavior - not bad behavior.
3. Encourage and allow discussion, but remember it's parents who should make the final decision.
4. Punishment should be swift, reasonable, related to the offense and absolutely certain to occur - it does not have to be severe.
5. Throw out all rules you are unwilling to enforce and be willing to change rules if you think it's reasonable to do so.
6. Don't lecture and don't warn - youngsters will remember what they think is important to remember.
7. Don't feel you have to justify rules, although you should try to explain them.
8. As your youngster grows older, many rules may be flexible and subject to discussion and compromise. However, on the few rules you really feel strongly about, enforce them no matter what rules other parents have.
9. Allow the child or youth to assume responsibility for his decisions as he shows the ability to do so.
10. Don't expect children to show more self-control than you do as a parent.
11. Be honest with your youngster - hypocrisy shows.
12. The most important factor in your youngster's self-image is what he thinks you think of him, and his self-image is a major factor in how he acts and what he does.

Step 2 - TEENAGERS:

Teenage students are unique. They are facing many pressures concerning peer groups, home and school, as well as mental and physical changes. Problems faced in schools are never purely academic; they are a combination of the factors listed above.

One of the biggest concerns is that of relevance. Many subjects do not seem to be of any use to the teenagers in attaining their goals. One way in which parents can help their teenagers in school activities is by better understanding the school program. Today high schools have courses of study and course content outlines which explain what subjects are taught and why they are taught. Encourage the ABE students to become familiar with these tools so that they may be a source of information for their teenage children.

Parents can be encouraged to explore occupations with their teenagers. Friends and relatives who have diverse occupations can be used as a resource to point out the "why" behind the need for studying English or high math every year.

As stated previously, teenagers have many pressures with which they must learn to cope. Another concern is rebellion. The parents' attitudes toward teenage behavior is very important. Adolescence is a difficult time and the parents should be made aware that indifference and just plain giving up will not be enough of a base to help their teenagers through this period. Again, this is where listening skills and reasoning come into play. Many parents do not understand the attitudes, values, and mores that the teenager is exposed to in our society. With strong peer group pressure in one direction and indifference from the parents point of view, the choice is made very easily. However, it may be the wrong choice.

Information is the key. The more parents can relate to their children, the more they can discuss subjects that are of concern to the teenagers. This usually leads to respect for parents' viewpoints and judgments on the part of the teenagers.

ABE students should be familiar with available sources of information concerning many subjects, and should be encouraged to use these sources with their teenager. This again will provide a two-fold learning experience for both the ABE students and their teenage sons and daughters.

Step 3 - AVAILABLE SOURCES OF INFORMATION:

The ABE students should be introduced to all sources of information available to them at the ABE center. This would include information concerning occupations, family relationships, subject matter, drugs, sex, etc. (See the bibliography and scope and sequence grid.) Adults should also become familiar with the public library and instructed in its use. See "Community Resources Teacher Guidebook."

Step 4 - LIMITED KNOWLEDGE AREAS:

The teacher should help the student understand areas where knowledge has been limited. This is best done by verbal explanation, both on the part of the teacher and other students. Coffee cliques are a good place for ABE students to voice their opinions and experiences.

Step 5 - BASIC COUNSELING:

ABE teachers should familiarize themselves with some basic counseling techniques. These can be very helpful in dealing with ABE students, and many techniques can be taught to the students. Among these basic skills are simple listening techniques, positive reinforcement techniques, non-judgmental techniques; all can be found in basic counseling books.

Step 6 - SPECIFIC PROBLEMS:

The ABE teacher may become aware of specific problems the ABE student is facing. Many times these problems can be discussed and some solutions suggested. Open and honest discussions will help to promote a feeling of confidence toward solutions of problems. It must be remembered that even though ABE teachers are in that role to instruct, they may find themselves in a listening or counseling situation. Teachers are still respected and many adult students have no place else to turn in seeking advice; therefore, it is best to be prepared. The following common problem areas seem to be of greatest concern among ABE students interviewed from the Warren, Ohio area. The suggestions given here can be altered or added to as the situation warrants.

Foul Language

Younger children do pick up the use of words by example of adults; therefore, restraint in parents' use of foul language should be encouraged by the ABE teacher. The point to stress is that parents do set the example. If they object to their children using foul language, they should change their own pattern of language usage.

With older children a frank discussion concerning the use of foul language may help. It is often used by children because it is accepted by their peer group as a symbol of adulthood. Often it becomes accepted as a way of life by the teenager or younger child who uses it. If one discussion does not break the habit of foul language, a series of discussions, not preaching, but genuine two-way discussions may help. This again relies on the communication skills established.

It should again be stressed to the ABE student that good home rules and reinforcement will help curb use of foul language. Let the child know this is unacceptable. Be stern and do not give in if it continues. Above all, don't chastise the child for the same thing you are doing. If you disapprove of the use of foul language, you cannot correct it in your child by getting angry and using it yourself.

Working Parents

Many problems that arise from both parents working is caused by lack of planning time available. Time budgeting then becomes a major concern. A sharing of duties helps to free both parents to use the time wisely. This involves an education of all family members. If Mom and Dad can't agree on the sharing of duties and the responsibilities that go with each one, then why should the teenagers? Mom's regular household duties become part of Dad's if they both earn full-time incomes. This again involves family communication discussions where all share an equal part.

If children and teenagers are given chores or tasks, they should be distributed on an equal basis. Children are the first to recognize inequality. A rotation of chores may be helpful; i.e., if Jane does dishes with John, one night Jane washes and John dries then the next night the roles are reversed.

Not enough stress can be put on the fact that it takes the cooperation of everyone involved. Remember, praise and genuine interest go a long way.

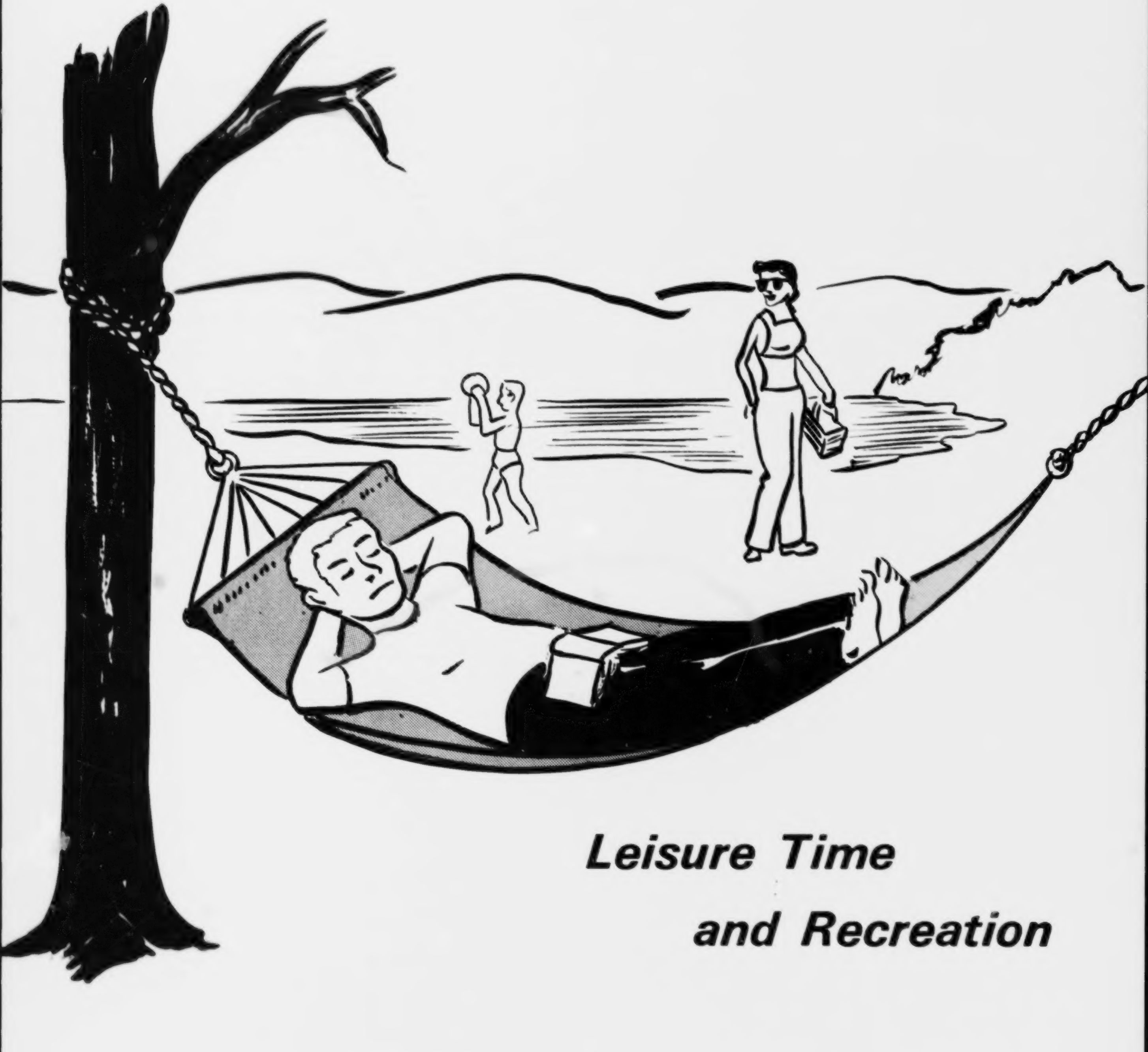
School Discipline

One of the most perplexing problems today is that of school discipline. Ask a teacher or administrator about this subject, and the usual response is no backing from the student's home. Ask the parents and many times the responses will be, "that's the schools' problem." Ask the students and they'll tell you their rights have been violated. All in all, it refers to communications. All too often parents are not fully aware of the situation regarding their children; the teachers may not be aware of circumstances at home; and students may not be aware of the effects of their actions.

Discipline does start in the home - it grows there. Although the teenager faces many pressures, he does respond to fair and consistent treatment. Again, if the ABE students are having trouble with any of their children in school, they should be encouraged to talk to the administrator or teacher involved and get the facts. It must be pointed out that only after being informed of all the facts can judgments be made. Usually some mutual solution will develop through cooperation and understanding.

Student Report Cards

Grades are important to the student as it is their "paycheck." Even though educators are taking a good look at the value of grades, they are still used to determine whether or not a person is successful in a particular area. Many educators are undecided on the question, "just what do grades mean?"; but the fact remains, grades and attendance are checked by the majority of employers and institutions of higher learning. The parents should foster a concern for grades. Parental understanding of the codes and grades used on the report cards is essential. Grades do not have to become a pressure to the child, but if a child is having difficulty in one or more of his school subjects this should be of concern to the child and the parent. The ABE students should be encouraged to discuss their childrens' report card with them. If there are any areas of concern, a conference can be scheduled between the teacher, parent and student to talk over the problem and find which steps can be taken to help the student.



Leisure Time and Recreation

LEISURE TIME AND RECREATION

Our primary function as teachers and aides in the Adult Basic Education program is to assess the educational needs of our students, to help them establish their objectives, and then to do everything possible to help them realize these goals. We often supplement that duty by giving advice to our applicants, upon request, on how to perform skills that are needed in the daily routine of today's society.

There is another very important auxiliary service that we can provide for our learning partners and that is to try to answer them when they ask, "What can I do for recreation?"

First we should consider that our students are striving to improve themselves. This striving requires much effort and it often produces stresses and anxieties that can continue to build. Recreation could provide a healthy release for them, but there are sometimes restraints that keep students from having "fun." A few are:

1. A feeling of guilt because of a feeling that money spent on recreation is wasteful and not a responsible act.
2. Small children or infants to care for.
3. Real and continuing financial restrictions.
4. Transportation problems.

We can help our students by generally promoting the idea in our conversations that recreation is an honest and necessary part of our life. Timely use of fun activities can change one's outlook on life.

Developing Techniques and Initiating Discussions

ABE teachers can develop their own techniques for making suggestions if they feel their students could use some help. Occasionally relating some favorable forms of recreation the teacher has experienced is one approach that may seem fitting to employ. Conversation during coffee breaks may include a sharing of how the students' vacations were used, and what they do with their leisure time.

In the course of conversation with the students, teachers or aides may discover that some of the students may anxiously wish to share their crafts and hobbies with their study mates. Much of the enjoyment and satisfaction experienced in a hobby or craft is derived from the appreciation that others show for a person's accomplishments and efforts with their activity. A craft or hobby may conceivably provide a little income if desired. If the opportunity presents itself, instructors or aides may wish to invite some of the students to share their interests along these lines with others at the center. This should be done in a thoughtful and controlled manner so as not to redirect the main thrust of the program from one of education to one of recreation. A desirable outcome of such an occasionally planned activity would be to stimulate the interests of others at the centers who may have never sensed the personal enjoyment that is easily within their reach. Possibly enough interest could be created to encourage students to form or seek out hobby and craft clubs on their own, or the teacher may be able to give them some direction. To aid students in a choice of a craft or hobby, teachers might refer to booklets like SRA's "Enjoying Leisure Time" by William C. Menninger, M.D.

Senior Citizens

Another area that merits some attention is considering recreational activities for the chronologically mature and wiser students (fifty plus). The special attention given to this group does not mean to imply that those of this age can't participate in many or most of the listed recreational activities. Many of this age group participate in activities requiring quite a wide range of physical involvement. There are some situations that are more intensely felt by some members of this age group. The loneliness that sometimes accompanies older individuals may be compounded by the lack of development of interests, activities, and new acquaintances. What may have consumed all of their time, may be no longer. Agencies such as SCOPE (Senior Citizens Opportunities for Personal Endeavors) serve as an excellent nucleus for a renewal of these interests and personal relationships. SCOPE offers low cost tours that provide the opportunity for a meaningful, recreational activity and a sharing experience with others. This type of growth experience can be an excellent compliment to the educational growth being sought by the learning activity participants. The library provides films, lectures, and abundant reading material for those who may be channeled toward quieter recreational pursuits. Some states, like Ohio, provide cards to its senior citizens (Golden Buckeye Card) that allow discounts on many activities.

Developing Relationships

Single ABE students from the centers may be looking for recreational activities that will help them to meet members of the opposite sex. Occupations or daily routines may not be the type that permits such contact. Teachers at the centers may have sensed these needs, but sometimes find it difficult to approach the subject directly. Again, the casual conversation around the coffee break may be used as an introduction to a sharing of where and how others have made social contacts that may have resulted in relationships ranging from one or two meetings to marriage. Functions sponsored by churches, YMCA, YWCA, SCOPE, community sports organizations (bowling leagues, etc.) and various clubs all provide opportunities for companionship.

Family Activities

There is another social group that teachers of adults can't avoid considering, and that is the family. From the list of recreational activities listed, one could pick out many suitable for family recreation such as picnics, amusement parks, church activities, movies, or zoos. There are some types of family recreation that can really take place anywhere as long as a relaxed, personal and intimate inter-action is taking place. Taking children to a local park or for a walk in the woods may present opportunities for children to ask questions of their parents and at the same time receive their undivided attention. The discovery of new things together can be a wonderful experience. Teachers may mention in talking with their students just how much mutual pleasure and relaxation can be derived from such activities. This type of event may best be carried out in parent-child pairs, but not necessarily so.

Suggested Ideas

However teachers may decide to directly or subtly suggest ways to recreate, it may be useful to consult the following reference list of basic ideas. Teachers should be able to make many additions to this list and exchange ideas with other centers.

amusements parks
antique shows
athletic events
auctions
bicycling
bingo
block parties
boating
bowling
card clubs
circus
collecting
craft clubs
dancing
develop hobbies
dining out
factory tours
fishing
garage sales
garden clubs
golf
historic tours
horseback riding
ice skating
lecture series
miniature golf
museum visit

- photography
- picnics
- record listening
- recreation package deals
- roller skating
- SCOPE activities (tours)
- small community festivals
- square dancing
- tennis
- theater
- travel
- trivia clubs
- YMCA
- YWCA
- zoo

Low Cost Activities:

- bird watching
- camping
- church activities
- fairs:
  - county
  - state
- free concerts
- hiking
- library:
  - books and magazines
  - 8mm films
  - records
  - story hours/children
- painting
- parades
- parks:
  - local
  - national
  - state
- reading
- school:
  - band shows
  - chorus/choir recitals
  - plays
- swimming
- walking
- writing poetry

Family Activities:

- amusement parks
- bicycling
- camping
- church activities
- circus
- dining out
- fairs; county or state
- historic tours
- miniature golf
- museum visits
- parades
- parks; local, national and state
- picnics
- school plays and activities
- swimming
- theater
- travel
- walking
- zoos

Acquaintance Forming Activities:

- bicycling outings - sponsored by YMCA or YWCA
- block parties
- bowling leagues
- card clubs
- church sponsored parties and activities
- computer dating
- group:
  - dances
  - sponsored swimming parties
  - tours
- hobby or craft clubs
- organizational or company picnics and parties
- residence camps

Certainly recreational activities can be grouped in many different ways and many groupings overlap. How one views these activities may determine a different grouping pattern, but the effort here is to provide some ideas. This is certainly not an all inclusive list nor is it extremely specific or detailed. Recreation itself can take almost any form and is within the reach of everyone. Simply identifying something as a recreational activity may create an attitude that will cause people to enjoy an activity more now that it is viewed as a potential pleasure giving event.

Choosing the proper recreational activity will help to overcome some problems of transportation and financial restrictions. Parents who feel a need to get away from the children for awhile might work out exchanges of babysitting services with friends. Youth groups in churches sometimes raise money by providing an economical and supervised babysitting service which provides parents the opportunity to go somewhere without the children.

In summary, it is very important for ABE teachers to help their students see the sparks of merriment, relaxation, or frivolity that are necessary to keep them looking ahead to possibilities of enjoyment rather than just hard work and tedious tasks of daily living. Good recreational habits could be a catalyst to greater zest and enthusiasm in all phases of peoples' lives.

Food

and Nutrition

FOOD AND NUTRITION

Nutrition can be defined as the way our bodies utilize the various foods we consume. Our bodies need food to give us the energy needed to work and play, and, in general, keep its systems functioning efficiently.

ABE students, like everyone else, have to purchase and prepare food for themselves and their families. Information regarding the kinds of foods and nutrients required for proper body growth and maintenance should be readily available to these students.

ABE teachers are urged to become familiar with the following basic information so that they can meaningfully direct their students to a better understanding of food values and uses.

Shopping tips can be found in the Guidebook entitled, "CONSUMER ECONOMICS," section four, Comparative Shopping.

Step 1 - THE FOUR BASIC FOOD GROUPS:

Following are the four basic food groups and appropriate servings:

1. Meat Group: beef, veal, pork, ham, poultry, fish and eggs. As alternates students might possibly use dry beans, dry peas, lentils, nuts, peanuts or peanut butter.

   It is recommended that adults eat two or more servings every day from the meat group. For example: 2 to 3 ozs. of cooked meat or fish (excluding bone); one egg; 1/2 cup of dried vegetables or 2 tablespoons of peanut butter would be a suitable alternate.

2. Vegetable-Fruit Group: all fruits and vegetables.

   The daily recommended serving allowance of fruits and vegetables involves choosing four or more servings from this group. Students may consider a serving as: 3/4 cup uncooked or 1/2 cup cooked vegetables or fruit; or 1 medium apple, banana, orange or potato; 1/2 medium grapefruit or cantaloupe; or the juice of 1 lemon.

3. Milk Group: milk (liquid whole, evaporated, skim, dry, or buttermilk); cheese (cottage, cream, cheddar variety, natural or process); and ice cream.

   Everyone, no matter what his or her age, requires some milk every day. Suggested amounts from the National Dairy Council are listed below in 8 oz. servings of whole liquid milk.

Children	3 or more servings
Teenagers	4 or more servings
Adults	2 or more servings
Pregnant women	3 or more servings
Nursing mothers	4 or more servings

   Students may mix different forms of milk together (for instance, 1/2 powdered, 1/2 whole milk) in order to achieve the suggested amount.

4. Bread-Cereal Group: all breads or cereals that are whole grain, enriched or restored. In order to be sure, check labels, Specifically this group contains breads, cooked cereals, ready-to-eat cereals, cornmeal, crackers, flour, grits, macaroni, spaghetti and noodles, rice, rolled oats, quick breads and other baked breads made with whole-grain or enriched flour.

Of this group, four servings should be chosen daily. If no cereal is to be eaten, then choose an extra serving of bread or a baked item made with whole-grain or enriched flour. One serving is equivalent to 1 slice of bread, 3/4 cup ready-to-eat cereal, 1/2 to 3/4 cup cooked cereal, cornmeal, grits, macaroni or rice.

The foods recommended form the foundation for a good diet. Most nutrient needs are met by the amounts suggested in the four food groups previously given.

Special attention must be given to food sources of iron for young children, teenagers and women. Liver, eggs, meat, dried peas and beans, dried fruit, dark green leafy vegetables, enriched or whole grain breads and cereals are good iron sources.

Much food for energy (calories) is usually required; however, the amount varies with age, size, and activity. The foods needed for energy should be chosen from the four food groups.

Step 2 - THE MAJOR NUTRIENTS IN FOOD:

Human beings require food to exist, but eating the right kinds of food makes the difference between a nutritionally sound body and one suffering from malnutrition. Again, nutrition is how our bodies use the foods we eat; and if we are not eating the proper foods that contain sufficient nutrients and vitamins to nourish our bodies, the damage from malnutrition may be destroying them.

Since food is vital and no one food contains all needed nutrients, we have compiled a list of the nutrients required by the body, what their purpose is, and in what foods they are found.

1. Protein - makes up the major part of every cell in our body, other than water. Enzymes, which control the body processes to keep the body functioning are made of protein. Also the antibodies in the blood that fight off infection and the hemoglobin molecule that carries oxygen into the system, are composed partially of protein.

   Sources: nuts, vegetables, meat, poultry, fish, milk, cheese and eggs.

2. Carbohydrates - foods supply carbohydrates in three forms; starches, sugars, and celluloses. One major source of body energy comes from our sugar and starch intake. Celluloses provide us with bulk in the diet.

   Carbohydrates make protein's job easier by giving us energy; therefore, protein is used more for body building and repair. Carbohydrates also help the body utilize fats efficiently. Carbohydrate food is the most plentiful; therefore, the least expensive.

   Sources: grains (wheat, oats, corn, rice and breakfast cereals), potatoes, sweet potatoes, and dried beans. Vegetables contain smaller amounts of starches. Cane sugars, jellies, candy, honey, molasses and syrups are excellent sources of sugar.

   Fruits, vegetables, and whole-grain cereals provide bulk or roughage.

3. Fats - not only supply energy to the body, but also vitamins, A, D, E, and K. Everyone needs some fat in their diet since a fat deficiency can cause eczema, a skin disease. Certain fats contain needed materials for growth and repair.

   Sources: butter, margarine, salad dressing, polyunsaturated oils (corn, cottonseed, safflower, sesame, etc.), cheese, nuts and bacon.

   Cholesterol - this substance is found in every cell in our body; it is a part of our blood and tissues. Our body makes cholesterol, but small amounts of it also come from the food we eat.

Sources: organ meats (brains, liver and kidney), egg yolk, and a small percentage in shellfish.

4. Water, although not considered a food, is interrelated with foods, and plays a major role in the digestive process. Next to oxygen, there is nothing more essential to life than water. Food does not even exceed the body's need for water; humans can live weeks without food but only a few days without water.

Water comprises up to two-thirds of our bodies. It carries nutrients dissolved in water through the intestinal wall and into the blood stream for use throughout the body.

Water carries waste out of the body, and helps to regulate body temperature by evaporation through the skin and lungs. Food materials are carried from one part of the body to another via water.

5. Minerals give strength to some body tissues; many different minerals are required for our bodies to function properly. Following are some of the minerals that are vital to our bodies:

A. Calcium - is the most abundant mineral in our body, and the one that is most likely to be inadequately supplied in our diets.

Calcium and phosphorus are responsible for the hardness of our bones and teeth. As a matter of fact, these two parts of our body utilize about 99 per cent of the body's calcium. The small amount of calcium remaining is used to help the heart, muscles, and nerves function properly. It also aids in coagulating the blood during bleeding.

Sources: calcium is derived from all four food groups, but mainly from milk and dairy products.

B. Iodine - unless a person lives along the seacoast, the soil in their area probably does not have an adequate supply of iodine. An inadequate amount in one's diet can cause a swelling of the thyroid gland called goiter.

Sources: iodized salt, and the regular use of seafood are the best means of attaining the proper amount of iodine. Ohio is particularly low in iodine, therefore, iodized salt should always be used.

C. Fluoride - helps protect teeth from decay and cannot be readily found in food. Some areas add fluoride to their drinking water in minute amounts to aid the teeth.

Other minerals required by the body include zinc, copper, magnesium, potassium, and phosphorus. These are all available in a large selection of foods which can easily fulfill the body requirements.

6. Vitamins - a dozen or so have been identified by scientists as being vital to the proper functioning of our bodies. Eating an assortment of the foods mentioned in the basic four food groups will generally supply all the needed vitamins.

Vitamins play a very important role in body processes; therefore, the ABE teacher may wish to present information concerning some of the essential vitamins required, their functions, and sources.

FOOD AND NUTRITION

A. Vitamin A - is necessary for normal growth and normal vision under poor lighting conditions. It also keeps the skin healthy and resistant to infection.

Sources: many deep yellow and dark green vegetables supply a substance called carotene which the body turns into Vitamin A. Carrots and liver are excellent in providing this vitamin. Eggs, butter, margarine, milk and cheese are also an important source.

B. The B Vitamins - there are three B vitamins (thiamine, riboflavin, and niacin) that have a central part in the release of energy from the foods we eat. They also help with appetite, digestion, healthy skin and in the functioning of nerves.

Sources: if people eat a well-balanced diet from the four basic food groups, they should be getting an adequate supply of these vitamins. The meat group especially is a leading source of the B vitamins; whole-grain and enriched bread and cereals supply important amounts.

Other B vitamins (B_6, and B_{12}) and folic acid help prevent anemia. Vitamin B_6 is found in whole-grain cereals, dry beans, potatoes, and dark-green leafy vegetables.

Folic acid or Folacin is supplied in organ meats and dark-green leafy vegetables; Vitamin B_{12} can be found only in foods of animal origin.

C. Vitamin C (ascorbic acid) - is considered important in aiding to form and maintain the cementing material that holds body cells together. It also helps in tooth and bone formation and in the healing of wounds.

Sources: citrus fruits (oranges, lemons, grapefruit, etc.) and their juices are rich in Vitamin C. Also, tomatoes, green peppers, brussel sprouts, cabbage, broccoli, spinach, kale, collards, potatoes with skins and sweet potatoes.

D. Vitamin D - is important for strong bones and teeth because it helps the body utilize the calcium and phosphorus supplied by food. If the body is depleted of this vitamin, a disease called rickets may result. It should be noted that development of rickets is less common in adults than children.

It is also believed that too much Vitamin D in adults can cause calcium deposits in the kidneys and other organs, and create permanent kidney damage.

Sources: milk with Vitamin D added is a high source. In lesser quantities, Vitamin D is present in egg yolk, butter, liver, sardines, salmon, herring and tuna. Vitamin D is also produced by the action of direct sunlight on the skin.

E. Vitamin E - is used to treat sterility and various abnormalities of muscle, red blood cells, liver and brain.

Sources: it is abundant in vegetable oils, margarine, wheat germ and lettuce.

F. Vitamin K - is vital to the manufacturing of a substance which aids blood in clotting.

Sources: green and leafy vegetables, tomatoes, cauliflower, egg yolks, soybean oil and liver.

Step 3 - MENU PLANNING:

Meals should be a satisfying, enjoyable part of each day. Through proper planning, variety in meals, and attractive presentation of the food, it is possible to achieve this end result. Determine exactly how many meals a day your family will eat at home, then set up a menu for each and every meal.

It is easier and more economical for a housewife to plan a week's menu so that she can purchase all the ingredients necessary at one time. Adults are apt to spend more money making daily trips to the store. Meals should also be planned around fruits and vegetables in season, when prices are generally lower. (See seasonal food chart)

This method also allows adults to take advantage of the bargains in the store during that week, and to buy in sufficient quantities. Looking at cookbooks and magazines is an excellent way to find new recipes. Try not to serve a certain dish on the same day every week; variety is the spice of life! Keep track of which foods are in season and use them in the menus.

The ABE teacher must remember that not all families have the same means to provide food in varieties, etc. The teacher should stress that the food purchased be nutritional in value, and not "junk" food.

The following is a series of steps the adult can consider in menu-planning:

1. Be familiar with the four basic food groups and the different foods in each category.

2. For each day, plan meals which include the required foods from each of the food groups. Actually write down your ideas on paper and check them against sample menus in the cookbook.

3. Try to make each of your meals look appetizing with varied foods.

4. If possible, vary your main dishes from day to day, and use your leftovers wisely.

5. For contrast of foods, try serving food with different shapes, colors, and texture (smooth or chewy).

6. Try to mix highly-flavored foods with some "bland" or mild-flavored foods in a meal. Try not to serve all of one or the other.

Following are a few ideas for well-balanced menus:

Breakfast

Fruit or fruit juice
Cereal and/or toast (or eggs)
Beverage (coffee, cocoa, milk)

Lunch

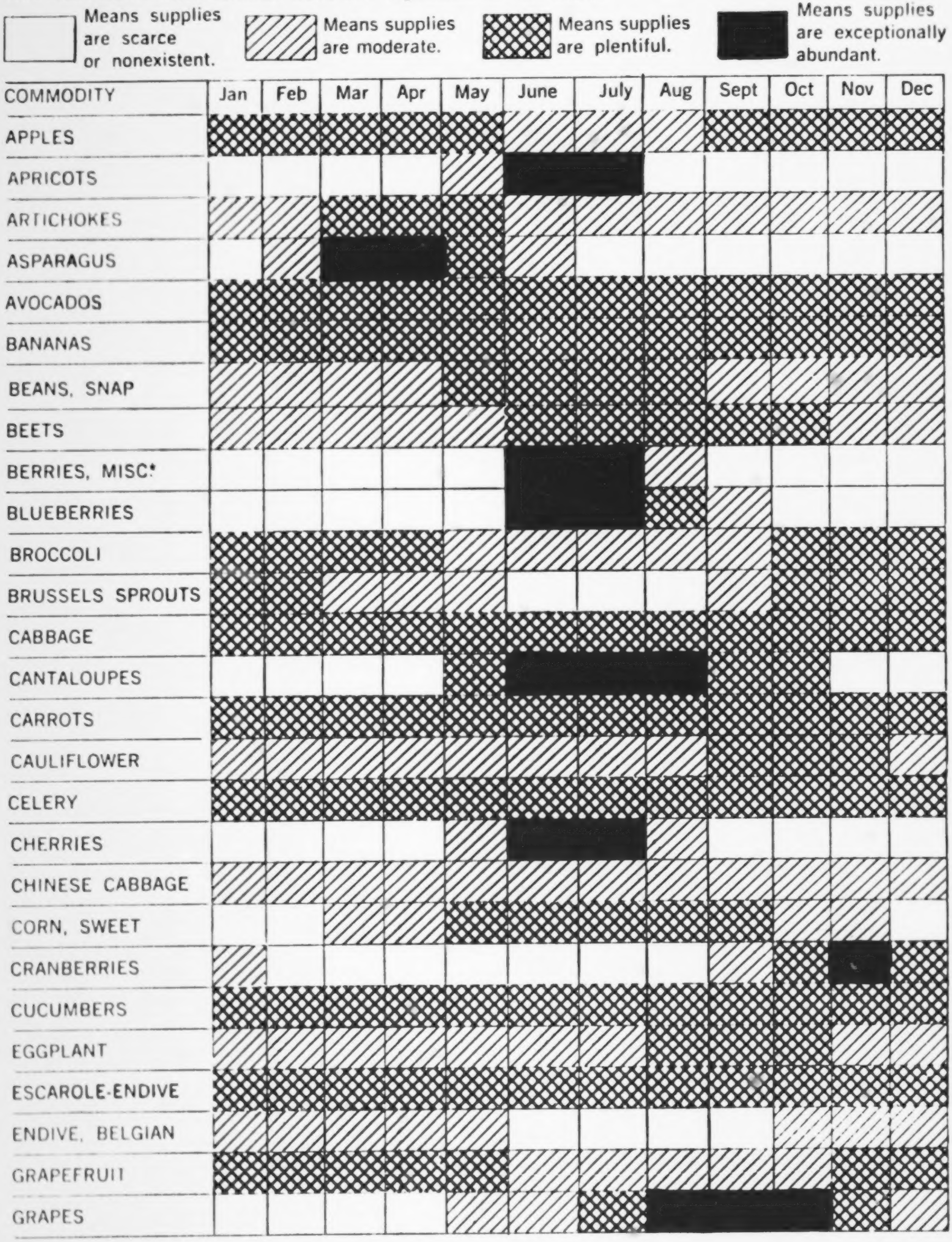
Soup
Sandwich
Fresh fruit
Cookie
Milk or other beverage

Dinner

Meat (beef, pot roast)
Potatoes (mashed with gravy)
Vegetable (green beans)
Salad (tossed salad)
Dessert (baked apple)
Bread (French bread)
Beverage (coffee, tea, milk)

FRUIT AND VEGETABLE AVAILABILITY

This chart shows when common fruits and vegetables are in supply.



□ Means supplies are scarce or nonexistent.
▨ Means supplies are moderate.
▩ Means supplies are plentiful.
■ Means supplies are exceptionally abundant.

COMMODITY	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec
APPLES	▩	▩	▩	▩	▩	▨	▨	▨	▩	▩	▩	▩
APRICOTS	□	□	□	□	▨	■	■	□	□	□	□	□
ARTICHOKES	▨	▨	▩	▩	▩	▨	▨	▨	▨	▨	▨	▨
ASPARAGUS	□	▨	■	■	▩	▨	□	□	□	□	□	□
AVOCADOS	▩	▩	▩	▩	▩	▩	▩	▩	▩	▩	▩	▩
BANANAS	▩	▩	▩	▩	▩	▩	▩	▩	▩	▩	▩	▩
BEANS, SNAP	▨	▨	▨	▨	▩	▩	▩	▩	▨	▨	▨	▨
BEETS	▨	▨	▨	▨	▨	▩	▩	▩	▩	▩	▨	▨
BERRIES, MISC.*	□	□	□	□	□	■	■	▨	□	□	□	□
BLUEBERRIES	□	□	□	□	□	■	■	▩	▨	□	□	□
BROCCOLI	▩	▩	▩	▩	▨	▨	▨	▨	▨	▩	▩	▩
BRUSSELS SPROUTS	▩	▩	▨	▨	▨	□	□	□	▨	▩	▩	▩
CABBAGE	▩	▩	▩	▩	▩	▩	▩	▩	▩	▩	▩	▩
CANTALOUPES	□	□	□	□	▩	■	■	■	▩	▩	□	□
CARROTS	▩	▩	▩	▩	▩	▩	▩	▩	▩	▩	▩	▩
CAULIFLOWER	▨	▨	▨	▨	▨	▨	▨	▨	▩	▩	▩	▨
CELERY	▩	▩	▩	▩	▩	▩	▩	▩	▩	▩	▩	▩
CHERRIES	□	□	□	□	▨	■	■	▨	□	□	□	□
CHINESE CABBAGE	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨
CORN, SWEET	□	□	▨	▨	▩	▩	▩	▩	▩	▨	▨	□
CRANBERRIES	▨	□	□	□	□	□	□	□	▨	▩	■	▩
CUCUMBERS	▩	▩	▩	▩	▩	▩	▩	▩	▩	▩	▩	▩
EGGPLANT	▨	▨	▨	▨	▨	▨	▨	▩	▩	▩	▨	▨
ESCAROLE-ENDIVE	▩	▩	▩	▩	▩	▩	▩	▩	▩	▩	▩	▩
ENDIVE, BELGIAN	▨	▨	▨	▨	▨	□	□	□	□	▨	▨	▨
GRAPEFRUIT	▩	▩	▩	▩	▩	▨	▨	▨	▨	▨	▩	▩
GRAPES	□	□	□	□	▨	▨	▩	■	■	■	▩	▨

Information taken from: HOW TO BUY FOOD, Agriculture Handbook No. 443, Agriculture Marketing Service, U.S. Gov't. Printing Office, Wash. D.C.

COMMODITY	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec
GREENS	▩	▩	▩	▩	▩	▩	▩	▩	▩	▩	▩	▩
HONEYDEWS					▨	▩	▩	■	■	▩	▨	
LEMONS	▩	▩	▩	▩	▩	▩	▩	▩	▩	▩	▩	▩
LETTUCE	▩	▩	▩	▩	▩	▩	▩	▩	▩	▩	▩	▩
LIMES	▨	▨	▨	▨	▨	▩	▩	▩	▨	▨	▨	▨
MUSHROOMS	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨
NECTARINES						▨	■	■	▨			
OKRA			▨	▨	▨	▨	▨	▨	▨	▨		
ONIONS, DRY	▩	▩	▩	▩	▩	▩	▩	▩	▩	▩	▩	▩
ONIONS, GREEN	▨	▨	▩	▩	▩	▩	▩	▩	▩	▨	▨	▨
ORANGES	▩	▩	▩	▩	▩	▩	▨	▨	▨	▩	▩	▩
PARSLEY & HERBS**	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▩	▩
PARSNIPS	▨	▨	▨	▨	▨				▨	▨	▨	▨
PEACHES					▨	▩	■	■	▩			
PEARS	▨	▨	▨	▨	▨		▨	▩	▩	▩	▩	▨
PEPPERS, SWEET	▩	▩	▩	▩	▩	▩	▩	▩	▩	▩	▩	▩
PINEAPPLES	▨	▨	▩	▩	▩	▩	▨	▨	▨	▨	▨	▨
PLUMS-PRUNES						▨	■	■	▩	▨		
POTATOES	▩	▩	▩	▩	▩	▩	▩	▩	▩	▩	▩	▩
RADISHES	▩	▩	▩	▩	▩	▩	▩	▩	▩	▩	▩	▩
RHUBARB	▨	▨	▨	▨	■	▨						
SPINACH	▩	▩	▩	▩	▩	▨	▨	▨	▨	▨	▨	▨
SQUASH	▩	▩	▩	▩	▩	▩	▩	▩	▩	▩	▩	▩
STRAWBERRIES	▨	▨	▩	■	■	■	▩	▨	▨	▨	▨	▨
SWEETPOTATOES	▩	▩	▩	▩	▨	▨	▨	▨	▩	▩	■	▩
TANGERINES	▩										▨	■
TOMATOES	▩	▩	▩	▩	▩	▩	▩	▩	▩	▩	▩	▩
TURNIPS-RUTABAGAS	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨
WATERMELONS				▨	▩	■	■	▩	▨	▨		

**Includes also parsley root, anise, basil, chives, dill, horseradish, others.

Information courtesy of United Fresh Fruit and Vegetable Association, Washington, D.C.

Step 4 - WAYS TO USE LEFTOVER FOOD:

The following information was taken from GUIDE TO MODERN MEATS, by Dorothy E. Shank - Webster Division, McGraw Hill Book Co.

Meat and Poultry:

1. Wrap in foil to prevent meat from drying out and reheat in the oven.
2. Slice in thin pieces and add to a tossed salad.
3. Serve cold sliced meats with a sauce such as catsup, chili sauce, piccalilli, etc.
4. Use leftover meats in soup.
5. Serve creamed meat as a la king, on toast, muffins, etc.
6. Reheat sliced meat in gravy, adding different seasonings for more flavor.
7. Use chopped or sliced meat in sandwiches with lettuce, etc.
8. Add gravy and vegetables to make a stew.
9. Grind meat and shape into croquettes.
10. Turn meat and vegetables into a pie shell and cover with pastry, biscuit dough or leftover mashed potatoes.

Vegetables:

1. Add to leftover meat or poultry to make a stew or meat pie.
2. Add vegetables to salad for a new taste.
3. In a saucepan, add a small amount of water to prevent burning, heat, then add butter or cover with a cream sauce.
4. Scallop, with cheese, herbs, or small bits of bacon.
5. Puree for use in creamed soups or in a souffle.

Breads:

1. Cube bread to make croutons for soups or salads.
2. As a stuffing for pork chops, chicken, turkey, etc.
3. Soak in egg mixture and make into French toast.
4. Cut up bread, use for bread pudding, apple brown Betty, etc.
5. Dry bread and use as "bread crumbs" for coating foods.

Fruits:

1. Top with pastry or biscuit dough for fruit cobbler.
2. Mix different kinds of fruit together for a fruit cup.
3. To fruit juice, add lemon juice and thicken for a pudding sauce.
4. Slice fruit and add to jello or other gelatins for a molded dessert.
5. Use fruit to dress up tapioca cream or pudding desserts.
6. Cook down, and strain to make juice.

It saves time and money if students buy and cook extra food, such as meat and poultry; then incorporate the leftover food into other appetizing dishes. A good rule to remember with leftovers is that with a little imagination and eye appeal, many delicious dishes can be concocted.

Thrifty cooks use up every bit of food. Small amounts of leftovers can be frozen for future use. Saving several dishes of the same kinds of foods, such as vegetables, will allow the students to combine them into main dishes. For instance, leftover pieces of meat can be used in pot pies; vegetables make an excellent addition to soups; potatoes can make a salad or be mashed or shaped into patties and fried. The possibilities are endless. Several leftover vegetables can be used with a cream or cheese sauce.

Step 5 - STORING FOODS:

A good shopper may purchase the best quality foods at good prices only to ruin them through improper storage at home. Many valuable vitamins and nutrients can be lost unless food is stored correctly.

Food that needs to be refrigerated or frozen should be taken care of immediately after purchasing. If you are in doubt, refrigerate it just to be sure.

1. Meat, Poultry, and Fish

All meat, poultry, and fish require refrigeration. The plastic wrapping on meats from the store makes storage possible for 1 or 2 days, however, meat will have better flavor if frozen immediately.

Ham, bacon, sausage, etc. can be kept in their original containers. Students should use whole hams in a week; half hams within 3-5 days; bacon, hot dogs and sausage taste best when used within a week.

2. Eggs

To maintain quality and freshness, refrigerate as soon as possible after purchasing. Eggs should be used only in recipes that require long cooking or baking time. Example - bread or meatloaf.

3. Fresh Fruits and Vegetables

Only refrigerate completely ripened fruits and vegetables. Most fruit can be kept at room temperature until thoroughly ripe. To prevent bananas from spoiling quickly, put them in the refrigerator when ripe; it slows up the ripening process and keeps them firm.

Sweet corn can be stored with husks on and left uncovered, but it should be used quickly. Removal of the green leafy part from carrots, beets, and radishes helps keep them longer. Sweet potatoes, turnips and parsnips should be refrigerated to prevent spoilage.

4. Fats and Oils

Butter, margarine and lard require refrigeration. Most solid vegetable shortenings and opened bottles of cooking oil, however, can be kept at room temperature.

5. Canned and Dried Foods

Store in air-tight containers in a fairly cool (70°F), dry place. In very warm, humid weather, it is a good idea to refrigerate dried foods.

6. Frozen Foods

Many foods can be frozen easily and quickly; even cooked leftovers. The students should consult cookbooks concerning directions for various foods. The freezing unit should be lowered to 0°F if storing longer than 1 week.

7. Milk

Whole milk needs to be refrigerated, as does dry whole milk and reconstituted dry milk. Non-fat dry milk can be kept at 75°F or less.

Step 6 - COMMON MEASUREMENTS IN COOKING:

Term	Equivalent
Dash or pinch	A sprinkle, add to taste
1 Tablespoon	3 teaspoons
1/4 cup	4 Tablespoons
1/3 cup	5 Tablespoons plus 1 teaspoon
1 pint	2 cups
1 quart	2 pints or 4 cups
1 gallon	4 quarts

When measuring dry ingredients, use a container that holds only the amount wanted. Fill the instrument and use a knife to level the product.

When measuring liquid ingredients, use a glass or plastic measuring cup that is already marked by fractions. Set the cup on a level surface, and look at the marks at eye level until the desired level of liquid is attained.

Step 7 - KITCHEN EQUIPMENT:

Kitchen equipment is a major expense for any family, but does not need to be expensive or new to be effective. If the items are carefully purchased, given proper care, and used according to the manufacturer's directions, they should give many years of service.

There are three categories that kitchen equipment fall into:

1. Large equipment such as refrigerators, stoves, freezers, dishwashers, kitchen sinks, and cabinets.
2. Small appliances such as mixers, toasters, coffee pots, electric skillets, blenders, waffle makers.
3. Measuring and mixing tools, and cooking utensils.

All of the above items should be in good condition when purchased. Buy from a reputable firm or company. Keep in mind the cost factor of the different styles, the size, color, ease of operation, convenience, amount of care and cleaning, etc. before buying.

Students should remember that each added feature on an appliance adds to the price, so they should be prepared to pay more for "convenience equipment." After buying large and small appliances, students should keep their warranties and operating instructions in a safe and convenient place. They should also read and understand how each item is operated and know how it is guaranteed.

The appliances students choose for their kitchens are optional. Listed on the following page are the cooking utensils which remain constant in a well-equipped kitchen.

For Measuring
- Cups
- Spoons
- Small scales (if desired)

For Mixing
- Bowls
- Beaters
- Spatulas
- Sifters

For Paring, Slicing, Cutting
- Paring knives
- Slicing knives
- Utility knives
- Scissors

For Chopping, Mincing, Juicing
- Food chopper
- Grinder
- Blender
- Juicer

For Cooking

Sauce pans
Double boiler
Skillets
Griddle
Roaster
Dutch oven
Coffee pot

For Baking

Cookie sheets
Pie pans
Muffin tins
Round cake pans
Square cake pans
Baking dishes and casseroles
Tube pan
Rolling pin

For Other Uses

Forks
Grater
Potato Masher
Soup ladle
Pastry blender
Meat thermometer
Wire wisk
Can opener
Cannister set
Kitchen plates
Rotary beater
Tea kettle
Quart pitcher
Slotted spoons
Strainers
Wooden spoons
Tongs
Small funnel
Salt & pepper shakers
Kitchen platters
Baster
Bottle opener
Pancake turner
Custard cups
Roasting rack
Timer
Silverware

Step 8 - RECIPE DEFINITIONS:

Following is a list of cooking terms commonly used in recipes:

A la King - served in a sauce containing mushrooms, pimentos, etc.

Bake - to cook, using dry heat in an oven.

Baste - to spoon liquid over meat or some food while it is roasting or cooking.

Blanch - to dip foods quickly into boiling water, then into very cold water to stop the cooking process.

Barbecue - to cook meats indoors or out over an open fire.

Beat - to mix quickly with a spoon, egg beater or electric beater.

Beat lightly - when applied to eggs, to beat just until white and yolks are completely mixed.

Beat stiff - pertains to egg whites; beat until almost dry and peaks hold their shape.

Beat until peaks are formed - pertains to egg whites; beat until soft peaks form when the beater is removed. The whites should be moist and shiny.

Blend - to mix several ingredients completely together with a spoon.

Boil - to cook in water that is 212°F or 100°C. Bubbles will rise to top of water and break.

Braise - to brown food in hot fat. Then small amount of liquid is added and food is cooked covered, long and slow.

Broil - to cook under direct heat source at high temperature.

Brew - to steep or soak.

Coddle - to cook just below the boiling point.

FOOD AND NUTRITION

Cream - to mix fat and sugar together with a spoon until they are creamy.

Croquettes - a small mass of chopped, meat, fish, etc., fried in deep fat.

Dredge - to sprinkle or dip food with a dry ingredient such as flour.

Fillet - to cut a piece of meat or fish into a certain shape by removing all the bones.

Flake - to break food into pieces usually with a fork.

Fold - to gently combine two or more ingredients with a spoon or hand that would be ruined by beating it hard. To do this you pull the mixture to the bottom of the bowl, then up to the top until well mixed.

Fricassee - to stew.

Fry - to cook with hot fat or grease in a skillet. The food may be partly or completely under the hot oil.

Grill - to broil.

Knead - to fold, turn, and push down on a dough with the hands until it is smooth and elastic.

Parboil - to cook food in boiling water until almost done.

Pan-broil - to cook, uncovered, not adding grease, and pouring off any liquid it gives off.

Pan-fry - to cook, uncovered, in a skillet adding a small amount of oil.

Poach - to simmer gently in a hot liquid.

Puree - food made by straining the boiled pulp through a sieve.

Roast - to cook in a dry heat, such as an oven; usually refers to meat.

Saute - to cook food on a burner in a small amount of oil. Sometimes food is sauteed until brown.

Scald - to heat liquid just to the boiling point, but not allowing it to boil.

Sear - to brown (usually meat) very quickly over high heat to seal in natural juices.

Simmer - to cook gently just below the boiling point.

Skim - to remove scum, fat, or floating ingredients from a liquid.

Steam - to cook food over boiling water. The food does not touch the water at all.

Stew - to cook long and very slowly in liquid.

Stir - to mix ingredients in a circular motion.

Souffle - baked food made light and fluffy by adding beaten egg whites before baking.

Whip - to beat quickly, add air and expand the ingredients.

GLOSSARY OF TERMS

ABRASION - wound made by rubbing or scraping.

ADOLESCENCE - period between childhood and adulthood; pertaining to growing up.

ALTERNATE - something used in place of another; a substitute.

ANEMIA - pathological deficiency in the oxygen carrying material of the blood.

AUXILIARY - giving assistance or support; aiding or helping.

CALCIUM - a natural element which is needed for proper body growth and structure.

CARBOHYDRATE - a group of chemical compounds including sugars, starches and cellulose.

CAUSTIC - able to burn, corrode, dissolve or otherwise eat away by chemical action.

CELLULOSE - a carbohydrate; the main constituent of all plant tissues.

CHASTISE - to criticize or punish severely.

CHOLESTEROL - a universal tissue constituent.

CLIQUES - an exclusive group of friends or associates.

COAGULATION - to cause transformation of a liquid into a soft semi-solid mass.

COMBUSTIBLE - capable of igniting and burning.

COMMUNICATION - the exchange of thoughts and messages through speech, signals or writing.

COMPLIANCE - a yielding to a wish, request or demand.

CONCOCTED - to prepare, invent or devise by mixing ingredients together.

CRITIQUE - a critical review or commentary; to critically review a situation.

ECZEMA - a non-contagious inflammation of the skin.

ENZYMES - fluids of the body which aid in the digestive process.

EQUIVALENT - equal in substance, degree, value, force or meaning.

FRIVOLITY - happy; not serious.

GENUINE - not artificial; authentic.

HAZARD - a danger, peril or risk.

HEMOGLOBIN - oxygen-bearing and iron-containing, protein, of red blood cells.

HYPOCRISY - insincerity and falseness concerning beliefs, feelings or virtues which one does not hold or possess.

INGREDIENTS - something that enters into a mixture.

LACERATED - ragged or irregular wounds, often associated with much tissue damage.

MALNUTRITION - poor nutrition because of insufficient or poorly balanced diet or because of defective digestion.

NIACIN - one of the B vitamins.

NOTARIZED - to authenticate by a notary public (a public officer authorized by law to certify documents).

NUTRITION - the process of nourishing, especially the various steps needed by the body to obtain value from food.

PHARMACIST - person trained to prepare and dispense drugs; druggist.

PRIORITY - precedence, especially established by order of importance and urgency.

PROBATION - a trial period.

PROTEIN - that which is essential for the growth and repair of tissue.

GLOSSARY OF TERMS

PSYCHIATRIST - a licensed physician specially trained to study, diagnose and treat mental illness.

RELEVANCE - pertinent, to the point, relating to the matter at hand.

RESTRAINT - the act of holding back, to control or check.

RICKETS - a deficiency disease resulting from a lack of vitamin D and insufficient exposure to sunlight.

SIGNIFICANCE - meaningful, having importance.

SPIGOT - a faucet.

STRANGULATE - to compress, constrict or cut-off the flow of air or fluid.

SUFFOCATE - to kill or destroy by preventing access of oxygen; choke.

TOXIC - harmful, destructive or deadly poisonous.

UTILIZE - to put to use for a certain purpose, useful.

VITAMIN - any of various relatively complex organic substances necessary for the control of metabolic processes.

WARRANTY - an assurance by the seller of property that the goods or property are as represented or will be as promised.

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HEALTH AND FAMILY LIVING

Scope and Sequence of Materials Typically Found In An A.B.E. Center

(1, 2, 3) Indicates Reading Level

	We Are What We Eat (1)	GED Handbook of Basic Science (2)	Family Life in the U.S.A. (2)	Health For Happiness (2)	Health, Safety and Sanitation (2)	Helping Your Children (2)	How To Buy Food (2)	Where To Go, Who To See, What To Do (2)	Your Child From One To Six (2)	Your Family (2)	Family Food Buying (3)	Infant Care (3)	Life Science (3)	Systems 3 Science (3)	S.R.A. Complete Books (3) The Better Living Series The Guidance Series
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Childhood Diseases		280- 284		77-84	65-80				72-84			65-68 78-84	149- 168-		x
Dental Care		230,256 261,275							65-68			46-52 75	75-76		
Discipline			18-23						24-29 40-43			50-52			x
Early Childhood						2-12 25-66			1-58	42-56 69-75		1-98			x
Emergencies					1-42	89-95			89-91						
General Health Information	27-28 43-48	235- 280	69-74	1-76		83-88		25-42	64-88					160- 165	x
Home Safety					43-64 81-96				74-76			51 68-71			x
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Leisure Time & Recreation								77-94				39			x
Menu Planning	81-100						1-51		67-71		1-60				
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HEALTH AND FAMILY LIVING

ABE

PROJECT

RELEVANT
EDUCATION for
ADULT
LEARNERS

ADULT BASIC EDUCATION
WARREN CITY SCHOOLS
WARREN, OHIO

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Project REAL: Relevant Education for Adult Learners

Health and Family Living Student Activity Book

ADULT BASIC EDUCATION

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INTRODUCTION AND SUGGESTED USE

Project REAL - Relevant Education for Adult Learners - is the outgrowth of a concern expressed by the Adult Basic Education staff of Warren, Ohio, relating to the need for competency-based materials to assist adults in developing skills for everyday living.

Through a grant by the State of Ohio from the Adult Education Act, Section 309c, a demonstration project was funded for the purpose of developing instructional materials to help disadvantaged adults function independently and cope with the needs of our society.

One major objective was to ascertain the priorities for development through a needs assessment of our local community. A local advisory committee was organized, composed of members of industry, community agencies and ABE staff and students.

Based upon the input of this committee, a project team composed of teachers and aides developed teacher guidebooks and student Activitybooks in the five Adult Performance Level (APL) areas.

This student Activitybook will provide exercises to develop adult competency education in the area of Health and Family Living. The lifelike situations and activities are geared toward adults with minimal reading skills.

Further, exercises may be found within the content of books listed on the scope and sequence materials grid at the back of each of the corresponding Project REAL Teacher guidebooks.

Suggested usage of new vocabulary includes:

(1) the use of a dictionary or the glossary of terms found at the back of this activity book.

(2) the writing of sentences or short personal experiences on the part of students.

(3) oral expression of the newly acquainted words and terms.

We urge the "drawing out" of students expressions and feelings through informal small group discussions, debates or other sharing methods, focusing in on coping skill situations. We also encourage local ABE staff members to integrate materials and ideas contained within this activity book with community activities, resource people and real life demonstrations that will allow adults to function effectively.

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IMMUNIZATIONS, EYE AND DENTAL CARE FOR CHILDREN

VOCABULARY

- coordination
- diphtheria
- equipment
- examination
- immunization
- kindergarten
- pediatrician
- pertussis
- register
- rubella
- symptoms
- tetanus
- vaccine

Health & Family Living
Teacher Guidebook pp. 3-5

March 17, 19

Dear Mother,

Your granddaughter is growing up. Today I registered her for kindergarten. I went to the school, met her teacher, and filled out a registration card.

I'm glad I remembered to take Kathy's immunization record. I had to list the dates of all her shots. She has had many shots in her five years. Remember, you went with me when we took her to the pediatrician for her first DTP shot. I had a hard time remembering what DTP stood for - diphtheria, tetanus, and pertussis (whooping cough). After that first shot she had 3 more booster DTP shots, and the vaccine for polio, 7-day measles, rubella and mumps before she was 2 years old. The only shots she needed at school today were boosters for DTP and polio.

The school nurse asked me if Kathy ever had an eye examination. I told her about Dr. Smith, Kathy's pediatrician, examining her eyes when she was three. The nurse asked me how he tested Kathy's eyes when she was so young. I told her how Kathy covered one eye and then the other telling him the names of pictures on a chart. She had trouble naming the pictures when her left eye was covered. Dr. Smith thought it might be a lazy-eye and asked me to take her to an eye doctor for a complete eye examination. The eye doctor examined her eyes and found they were all right. The nurse said they will check Kathy's eyes in school every year. She also gave me a list of symptoms that I can watch for at home to make sure Kathy isn't having any problems with her eyes.

After leaving school I took Kathy to Dr. Moore, our dentist, for her check-up. She doesn't mind going to the dentist at all. Dr. Moore gave me some good advice when she was three years old. I took her with me when I had a check-up so she would get to know Dr. Moore and his equipment. Soon he began checking her teeth and now I have no trouble getting her there every six months.

As you can see I've had a busy day. Write soon.

Your loving daughter,

Kay

P.S. Here is a copy of the list of eye symptoms the nurse gave me. Since you baby sit with small children. I thought you might like to read them.

General Behavior:

- Clumsy: frequently trips or falls over objects.
- Poor eye-hand coordination for his age.
- Strain: thrusts head forward or squints his eyes while looking at distant objects.
- Poor performance on activities such as reading, coloring and drawing.
- Short attention span: cannot concentrate on visual tasks.
- Engages in outdoor activity mostly (running, bicycling), avoiding activities requiring visual concentration.
- Complains of nausea, dizziness or headaches after doing activities requiring visual concentration.

Appearance of the eyes when visual concentration is required:

- Watering (tears in eyes)
- Frequent blinking
- Frowning or scowling
- Tendency to rub the eyes
- One eye turns in or out rather than looking directly at an object.
- Frequent sties or encrusted eyelids.

Posture when visual concentration is required:

- Tense position when looking at objects far away or within arms length.
- Holds head with his hand so that he covers one eye.
- Tilts head noticeably to one side.
- Holds book close to eyes or gets head down close to book or materials.

ACTIVITIES

I. Match the words with their meaning.

1. register ____
2. kindergarten ____
3. immunizations ____
4. pediatrician ____
5. symptoms ____
6. DTP ____
7. vaccine ____
8. rubella ____
9. examination ____
10. equipment ____

a. children's doctor
b. killed germs of a disease
c. diphtheria, tetanus, pertussis
d. German Measles
e. things needed for a purpose
f. to sign up
g. a class for children
h. shots
i. signs of illness
j. a careful check

II. Antonyms are words which have opposite meanings. Examples are yes-no, hot-cold. Find in the story the antonyms for these words.

1. old____________________
2. down____________________
3. last____________________
4. easy____________________
5. right____________________
6. before____________________
7. asked____________________
8. lost____________________
9. took____________________
10. forget____________________

III. Unscramble these sentences from the story.

1. for I today registered kindergarten her.

____

____

2. to take glad record immunization I'm remembered I Kathy's.

____

____

3. sending I you a am copy.

____

____

4. all mind she doesn't going at.

5. you day busy I've had as can see a.

IV. Answer the following questions.

1. Why is it important for children to have childhood immunizations?

2. Having the dentist check your teeth is important. What other things can you do to prevent tooth decay?

3. You learn more through your eyes than all other senses. Name ways to take care of your eyes.

V. Puzzle - Do not write in shaded blocks.

E										
Y				■	■	■	■	■	■	■
E					■	■	■	■	■	■
C					■	■	■	■	■	■
A					■	■	■	■	■	■
R							■	■	■	■
E									■	■

1. An eye ______________________ is important.
2. Take care of ______________________eyes.
3. ______________________ child needs immunizations.
4. Have the dentist ______________________ your teeth.
5. A fruit that will clean your teeth. ______________________
6. A name for German Measles is ______________________.
7. The dentist keeps his ______________________ in good condition.

SAFETY TIPS FOR CHILDREN

VOCABULARY

basin

bathe

continued

determined

eager

library

local

magazines

mattress

occasion

prepare prepared

prop propped

slippery

suggested

temperature

unbreakable

wrist

Health & Family Living
Teacher Guidebook pp. 11-12

Barbara's neighbor, Ann, had just come home from the hospital with a brand-new baby girl. This was a happy occasion for Ann because she had two small boys and was hoping for a girl.

Barbara, who was going to have a baby of her own in a few months, was very eager to see Ann's new baby. On Saturday morning, she dashed next door carrying with her a rattle she had bought for the baby. The clerk at the store had told Barbara the toy was unbreakable and completely safe.

When Barbara entered the kitchen, Ann was just warming the baby's bottle.

"Hi, Barb, you're just in time to see the little one have breakfast," said Ann, as she tested the heat of the milk on the inside of her wrist.

"Oh, Ann, how are you? Where is she? May I hold her?" Barbara asked excitedly as she handed Ann the gift.

"Not so fast! First, pour us both a cup of coffee while I go get her," Ann said.

"Aren't you going to prop the bottle and feed her while she's in bed?" asked Barbara.

"Good heavens, no! She's too little; she might choke. Besides, I have to burp her after every 2 ounces of milk she drinks," answered Ann.

While Ann went to get the baby, Barbara fixed two cups of coffee and thought of the many things there were to learn about taking care of a new baby. Barbara wanted to be a good mother.

Ann returned with the smallest baby Barbara had ever seen. "She sure is tiny," said Barbara.

"Well, she might be tiny, but she can be very big at crying when she's hungry or wet," replied Ann.

SAFETY TIPS FOR CHILDREN

As they sat at the kitchen table and Ann fed the baby, Barbara asked, "Do you mind if I ask you some questions about taking care of a baby? I'm worried about doing the right thing."

Ann realized Barbara was nervous so she decided to help as much as she could. "Go ahead and ask all the questions you want. Maybe you'd like to watch me give Susan a bath afterwhile," suggested Ann.

After Ann finished feeding Susan, she gave the baby to Barbara to hold. How warm and soft the baby felt in Barbara's arms. Barbara asked, "How can my baby be safe in its crib?"

Ann told Barbara many things about crib safety. They were:

1. Have a good firm mattress.
2. Use no plastic bags.
3. Don't use pillows and only use a few blankets.
4. Use bumper pads to protect the baby's head.
5. Use safe crib toys.
6. Place the crib away from windows.

"One day," said Ann, "when Bobby was little, I left him lying on the table. He wiggled his way to the edge and fell on the floor. Lucky for us, he wasn't hurt; but I learned the hard way to never leave the baby where he could fall."

After Ann finished feeding Susan, she invited Barbara to watch the bath. She filled a wash basin with lukewarm water and placed all the necessary things on the table. Since Susan was so little, she was not to be put in the tub. "When Susan gets a little older, I'll use the tub. Babies get very slippery when wet so I'll use just a little water and hold her propped in my arm," Ann said.

As Ann dressed the baby, she was very careful not to prick her with the diaper pins. "You know," Ann went on, "there are good books and magazines on how to care for a new baby. They also give good tips for older children. I'm sure you could find them at the library or at a book store."

Barbara returned home and tried to remember all of the things she learned at her neighbor's. She also made plans to visit the local library. There was a lot to learn before her new baby arrived and Barbara wanted to be prepared.

ACTIVITIES

I. Answer these questions with a complete sentence.

1. How did Ann check the temperature of the milk in the baby's bottle?

____

____

2. Why did Ann bathe the baby on the table instead of in the tub?

____

____

3. What happened when Bobby was left unwatched lying on the table?

____

____

4. Where did Ann tell Barbara to look for more ideas on how to take care of a baby?

____

____

II. Match the word with the meaning.

1. occasion
2. eager
3. continued
4. local
5. unbreakable

a. went on
b. will not break
c. nearby
d. happening
e. full of desire

III. Make lists of safe and unsafe toys for a child under three years old.

SAFE	UNSAFE
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________

IV. Find the verbs in the story. Remember verbs show action.

1. Barbara ____________________ next door.
2. Ann ____________________ the heat of the milk.
3. First, ____________________ us both a cup of coffee.
4. Ann ____________________ to get the baby.
5. They ____________________ at the kitchen table.
6. Ann ____________________ Barbara was nervous.
7. She ____________________ the baby to Barbara to hold.

SAFETY TIPS FOR CHILDREN

8. He ________________________ his way to the edge and ________________________ on the floor.

9. She ________________________ a wash basin with water and ________________________ all the necessary things on the table.

10. Barbara ________________ home and ________________ to remember all the things she ________________________ at her neighbor's.

V. Thinking of things that have happened to you, what could you tell a new mother about caring for a new baby?

____

____

____

____

____

____

____

____

INDOOR SAFETY

VOCABULARY

accident

appliance

electrical

emergency

extension

liquid

original

patient

plexiglass

plug

severe

socket

Health and Family Living
Teacher Guidebook pp. 14-17

Dr. Carlos Rodriquez was tired. He had spent a busy day in the emergency room of General Hospital. As a doctor he had duty in all parts of the hospital. This month was the emergency room, and it wasn't his favorite place. Today he'd been so busy he didn't have time for a cup of coffee. Now he had to check over his reports of the patients he'd treated today. He couldn't believe the accident reports he had - not accidents on the highway, but accidents in the home.

This morning he had treated a two year old boy. The little boy had been playing in the living room of his home and had found an extension cord. Carelessly, someone had left one end plugged into a socket. He put the unplugged end in his mouth causing severe burns.

Dr. Rodriquez also remembered the older lady that was brought in today. She was visiting her daughter and grandchildren for a few weeks. The children, not used to having Grandma around, left some toys on the stairs. As Grandma was coming down the stairs she slipped on a toy and fell down three steps. She broke her leg and will be in bed for a long time.

Another patient he'd treated today was an eight year old girl. She was going outside to play. She went out through the door, turned around because she forgot something, tripped, and put her arm through the glass in the door. Her parents could have prevented this serious accident if they had plexiglass in the door.

He still couldn't believe the little girl who drank a glass of the liquid that children use to make soap bubbles. Her mother had broken the original container so she poured the liquid into a glass and left it sitting on the table. Her daughter came home from school, thought it was strawberry pop, and drank it. Dr. Rodriquez pumped her stomach and sent her home after reminding her mother to keep products in their original container or out of the reach of children.

Dr. Rodriquez hoped that the families he'd helped today would be more careful. He knew tomorrow would bring more accident victims. Victims who know that everything in their home is not safe, but think that an accident will never happen to them.

ACTIVITIES

I. Answer these questions:

1. Name some things you can do to make your home safer.

2. Have you ever had accidents happen to you and your family that could have been prevented? Tell about one of them.

3. Most of the accidents in the story happened to children. Do you think children suffer more from safety carelessness than adults?

II. Accidents in the home can be prevented. Here are some safety rules. Fill in the blank with the correct word.

electrical
newspaper
furnace
paints
repaired
directions
stairways
plexiglass
rubber

1. Keep all ______________________ appliances unplugged when near a tub, sink or pool.
2. ______________________ should be well lit.
3. All loose boards in steps and handrails should be ______________________
4. Use only ______________________ in doors and windows.
5. Do not let old ______________________ pile up. They are a fire hazard.
6. Make sure ______________________, turpentines, and other cans are tightly closed.
7. Keep clothing, paper, and paints far away from the ______________________ pilot light.
8. Read ______________________ carefully when using chemicals such as bleach.
9. Use rugs with ______________________ backing to prevent slipping.

III. Homonyms are words which are pronounced the same, but have different meanings. Examples are: right-write, to-two-too, see-sea. Find homonyms in the story for these words.

1. sew______________
2. won______________
3. knot______________
4. four______________
5. bee______________
6. ate______________
7. threw______________
8. there______________
9. wood______________
10. new______________

IV. True or False

____ 1. Replace all worn electrical cords in your home to prevent getting shocked.

____ 2. You do not need to cover electrical sockets that are not being used.

____ 3. Do not operate any electrical appliance, switch or tool with wet hands.

____ 4. Lightning rods are helpful on a home because they direct lightning into the ground.

____ 5. It is a good idea to run electrical cords under rugs so children cannot find them.

____ 6. If stairways are narrow a handrail is not needed.

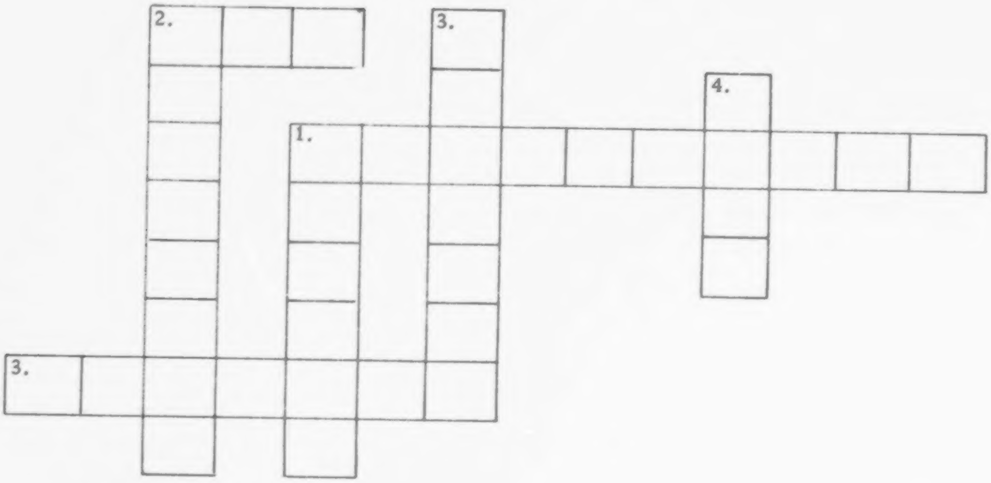
____ 7. It is a good idea to remove inside locks on doors within the home.

____ 8. If you are away from home for a short time, you can leave appliances such as a washer and dryer operating.

____ 9. All rags should be kept clean, folded, and in a cabinet.

____ 10. It is not a good idea to stand on the bare concrete floor while ironing. Concrete is moist and you could get shocked.

V. This is a "p" puzzle. Every word begins with the letter "p" and can be found in the story.



ACROSS

1. Use instead of glass in doors and windows.

2. Soda ______________________.

3. Person under the care of a doctor.

DOWN

1. To flow freely.

2. Keep ______________________ in original containers.

3. To keep from happening.

4. Do not ________________ in appliances with wet hands.

SAFETY IN THE KITCHEN

VOCABULARY

appliances

bacteria

bulging

cardiac pacemakers

climbed

contamination

electrocuted

electrical

hardware

hazards

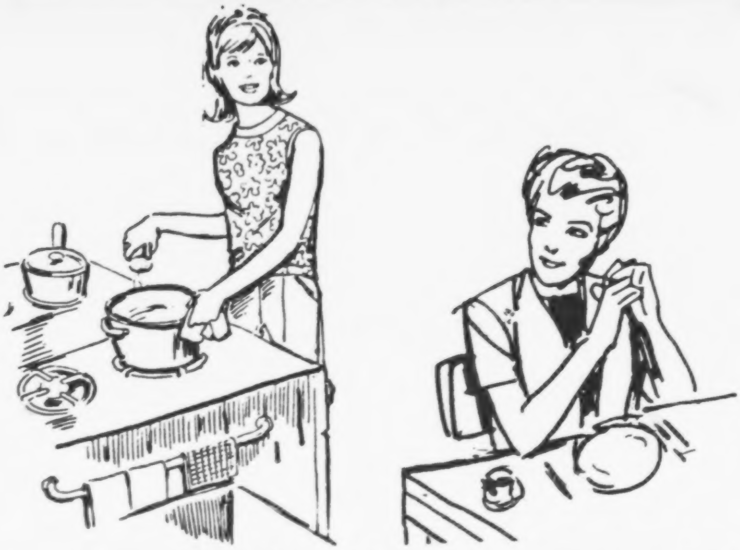
limbs

microwave

rodents

skillet

Health & Family Living
Teacher Guidebook p. 16



It was getting late. Mrs. Long, a secretary for a large company, was clearing her desk to go home. These past few years have been difficult and tiring for her, because she is a "parent without a partner." This evening is no exception, as she rushes home to cook dinner for her family.

Lately, Mrs. Long has been making plans to make things easier for herself at home. Jill, Mrs. Long's fourteen year old daughter is going to be helping out more. One way she will be helping is with the cooking. She has been practicing with her mother and is already becoming a pretty good cook. Mrs. Long is happy to have Jill's help, so she is going to give her a regular allowance.

Mrs. Long has always been careful around the kitchen. She knows that many accidents happen there. She wants Jill to learn all the safety rules before letting her take over cooking all by herself.

Mrs. Long remembers, it wasn't too long ago that her best friend Betty was badly burned. She had a french fryer on the stove and it caught on fire.

Betty did a very foolish thing. She picked up the french-fryer to get it out of the house. The hot grease splashed up on her hands. She dropped everything and was badly burned. Betty ran to a neighbor's home and stood in a cold shower. The doctor said that was a smart thing to do.

Then there was also the time when little Michael Allen, a neighbor, pulled a skillet of hot bacon grease on his chest. A little boy in the next town was electrocuted when he climbed up on the kitchen counter and stuck a fork in the toaster.

Mrs. Long feels all of these kitchen accidents could have been prevented. Betty should have thrown baking soda or flour on the fire (never water). Little Michael's mother should have turned the handle of the skillet in toward the middle of the stove, and children must be taught the proper use of electrical appliances. Of course, children should never be allowed to get up on kitchen counters.

Mrs. Long will also be teaching Jill about food contamination and bacteria. Storing foods in the right container is also important. Jill will learn that when food smells or looks strange, it should be thrown out. Mrs. Long has already pointed out to Jill the dangers of using badly dented or bulging canned foods.

That evening as Mrs. Long and Jill prepared dinner they discussed many safety rules that should be used in the kitchen, especially rules about appliances, poisons, and cleanliness.

Jill then called everyone to dinner. "Dinner is ready," she said. "Will everyone please wash his hands."

ACTIVITIES

I. Find these words from the letters in the puzzle.

secretary
proper
dangers
evening
skillet
soda
little
flour
toaster
stove
right
smother
will
dented
badly
fire

S	M	O	T	H	E	R	S	D	E	N	T	E	D
C	E	T	U	S	P	R	O	P	E	R	G	S	T
F	I	R	Y	E	W	B	D	E	V	F	H	T	O
H	S	V	A	C	D	X	A	Z	E	L	I	O	A
F	L	O	U	R	J	K	P	Q	N	O	M	V	S
D	A	N	G	E	R	S	S	K	I	L	L	E	T
O	S	L	I	T	T	L	E	W	N	R	T	S	E
T	K	Y	P	A	Q	S	R	I	G	H	T	V	R
S	O	F	I	R	E	M	Y	L	M	B	D	T	P
B	A	D	L	Y	S	O	M	L	A	P	S	X	Q

II. List six accidents that could happen in a kitchen.

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________

III. Check the following statements that are true.

____ 1. One microwave oven is as safe as any other.

____ 2. People with cardiac pacemakers should stay away from microwave ovens, even in restaurants.

____ 3. Household appliances can destroy body limbs.

____ 4. A good way to save money is to buy dented canned goods that have been reduced.

____ 5. All spray cans should be kept out of the reach of children.

____ 6. Plants are beautiful, but they may be dangerous if chewed by children.

IV. List five safety hazards that do exist or could exist in your kitchen.

1. ____________________

2. ____________________

3. ____________________

4. ____________________

5. ____________________

V. Match the following by completing the sentences.

1. Keep matches and lights
2. Bacteria can form on
3. Keep kitchens free of
4. If food looks or smells strange
5. Electrical plug covers
6. Teach children the meaning of
7. Toddlers can choke on

____ "hot".
____ can be bought at a hardware.
____ do not eat it.
____ nuts, popcorn and candy.
____ out of a child's reach.
____ can openers and kitchen utensils.
____ insects and rodents.

FIRST AID

VOCABULARY

abrasions

antidote

antiseptics

fracture

injury

laceration

penetrated

poisoning

Health & Family Living
Teacher Guidebook pp. 18-19

During the mid-morning office coffee break Jan overheard her friends, Carol and Bill, discussing their plans for later that evening. They were going to the local American Red Cross Chapter to complete their eight week course in first aid.

This interested Jan since she had recently witnessed an automobile accident in which several persons were injured. She stood by helplessly since she had no first aid training and did not want to cause further injury to anyone.

She asked to join the conversation and share the experience with them.

Jan was returning to town last Saturday, driving North on the freeway. There was also a driving rain storm that day which made the roads very slippery. Suddenly, the car a short distance in front of her went out of control. It veered to the left and crossed the center line, hitting an oncoming car. The other driver had no time to get out of the way.

Four people had to be treated for injuries. The driver of one car was in shock. He also suffered a fractured arm. Another man had a severe leg wound. A woman passenger had no serious injuries, but fainted after she had been led away from the wreckage.

The most serious problem was a man who suffered a head injury. He was unconscious and looked near death. They had to wait several minutes before the ambulance came; valuable minutes were wasted. If only she could have helped in some way.

After hearing what Jan said, Bill suggested that she enroll in the beginners first aid class that was being formed. Jan took Bill's advice and enrolled the very next day.

During the next eight weeks, Jan learned many things about emergency health care.

The first class dealt with wounds and shock. She learned about the three most common types of wounds and how to treat them, including how to stop bleeding.

Next, the instructor discussed shock. Jan learned that when a person was "in shock", the blood flow in the body is disturbed. The brain does not get enough blood and makes thinking difficult, digestion of food slow, and causes all body processes to slow down.

The students practiced what to do for a person in shock. The first thing was to have the person lie down and keep warm. Careless movement of a person can make shock worse.

The second class found Jan learning about poisoning. They learned that almost all prescribed drugs are potentially dangerous, including aspirin. They also discussed how such medicines should be stored in homes. All medicines and other harmful substances should be kept in locked cabinets or on high shelves out of the reach of children.

In the next few weeks they covered subjects such as fractures, burns, choking, fainting, dog bites, etc. They learned what steps to take in many different emergency situations.

Jan also learned the importance of phoning procedures in an emergency. She made a small chart and tacked it up next to her phone. On the chart were the following numbers:

Police
Fire
Rescue Squad
Poison Center
Hospital
Ambulance

After placing a call, this information should be given:

a. Tell them quickly what happened, and that it is an emergency.
b. Give them the address and phone number where the emergency is.
c. Tell them who you are.
d. Tell them what (if any) first aid has been given.

Toward the end of course, each person was asked to put together a first aid kit from the checklist provided by the instructor.

A copy of the checklist follows:

A CHECKLIST OF FIRST AID KIT NEEDS

Amount	Item	Use	On Hand	Needed
1 pair	small scissors	cutting gauze & bandages		
several	safety pins, 1½"	to hold bandages		
1 pair	tweezers	remove splinters & insect stingers		
1 packet	needles	remove splinters		
1	sharp knife or razor blades	multi-purpose		
1	teaspoon	holding tongue down stirring, measuring		
1	candle or flashlight	In case of power failure		
1 book	matches	sterilize needles		
1	eye medicine dropper	wash eyes		
1 each	oral & rectal thermometers	taking temperature		
1	hot water bottle	multi-purpose		
1	ice bag, plastic bag w/rubber band	multi-purpose		
1 bar	mild soap	cleaning hands washing cuts		
1 box	calamine lotion baking soda	sunburn insect bite		
1 box	dry mustard or syrup of ipecac	induce vomiting		
1 bottle	spirits of ammonia	for fainting		
1 box	bandaids	small cuts		
1 bottle	2% iodine or mild antiseptic	cleaning wounds		
1 bottle	mineral oil	burns		
1 roll	cotton	cleaning cuts		
1 roll	adhesive tape, 1"	hold gauze in place		
1 roll	1" and 2" gauze bandage	cuts, cleaning		
1 box	4 x 4 gauze dressing	covering wounds		

As a result of this experience, Jan now feels much more confident of her ability to react quickly and efficiently in the midst of a crisis.

ACTIVITIES

I. Mark T for true and F for false.

____ 1. A wound is an injury in which the skin is cut or penetrated.

____ 2. There are two common types of wounds.

____ 3. Shock can only occur as a result of broken bones.

____ 4. A person in shock should be kept warm.

____ 5. Almost all prescribed drugs are dangerous if not taken properly.

____ 6. Aspirin is a dangerous drug.

____ 7. The most important thing when treating poisoning is quick action.

____ 8. Fractures are not common injuries.

II. Fill in the sentences with the correct word or phrase.

1. A ______________________________ is an injury in which the skin is cut.

2. When a person is ______________________________ the blood flow is disturbed.

3. The three kinds of common wounds are ____________________, ____________________, and ____________________.

4. Dilute poison with large amounts of ____________________ or ____________________ or ____________________.

5. Two signs of a fracture are ____________________ and ____________________.

6. If a person faints, place them on their ____________________.

7. Treat bruises with cold ____________________.

8. For slivers and splinters, treat as a ____________________ ____________________ if deep.

III. Complete the following sentences by underlining the right word.

1. With head injuries, keep the patient

   lying down   upright   sitting straight

2. For dog bites, clean with soap and running water and cover with

   antibiotics   grease   dry dressing

3. If a person faints, a whiff of which liquid may help

   coffee   bleach   ammonia

4. Shock can occur as a result of

   bad burns   choking   pain

5. For people with dental problems they should seek a

   podiatrist   dentist   mechanic

IV. Place the following words in alphabetical order.

wound
aspirin
poison
emergency
shock
symptoms
bruise
injury
fracture

V. Match words in column A with its meaning in column B.

	A	B
____	appointment	a. loss of water: sweat
____	pain	b. crisis
____	perspiration	c. engagement to be somewhere
____	emergency	d. ache
____	poison	e. toxin

VI. Underline the statement that best completes the sentence.

1. Bill and Carol were taking a course at the (Red Cross, Insurance Company.)
2. Jan was witness to an (automobile, bus) accident.
3. The first aid class lasted (ten, eight) weeks.

4. Posted in plain sight on all phones should be numbers of (family doctor, veterinarian).

5. To a nosebleed, apply cold compress to the back of the neck and (upper arm, forehead).

VII. The following questions may be used for discussions.

1. Have you ever had the chance to use any knowledge of first aid ?

2. What would you do if you came upon an accident ?

3. Do you have emergency numbers by your phone? If so, which ones?

VIII. Find and circle the following words in the puzzle.

bleeding
burns
injury
phone
emergency
drugs
shock
coma
ear
victim
pain
care
health
wound
danger

E	W	H	E	A	L	T	H	K	B
A	M	E	I	N	J	U	R	Y	L
R	L	E	W	D	R	U	G	S	E
L	C	A	R	E	M	O	P	Q	E
O	P	O	I	G	T	R	W	E	D
W	O	U	N	D	E	S	T	E	I
D	G	H	P	H	O	N	E	S	N
S	H	O	C	K	S	O	C	L	G
G	P	V	I	C	T	I	M	Y	K
D	A	N	G	E	R	R	O	U	R
P	I	B	V	G	T	C	O	M	A
A	N	O	C	D	B	U	R	N	S

MEETING THE NEEDS OF THE FAMILY

VOCABULARY

activities

behavior

chores

desires

different

encourage

impossible

luxury

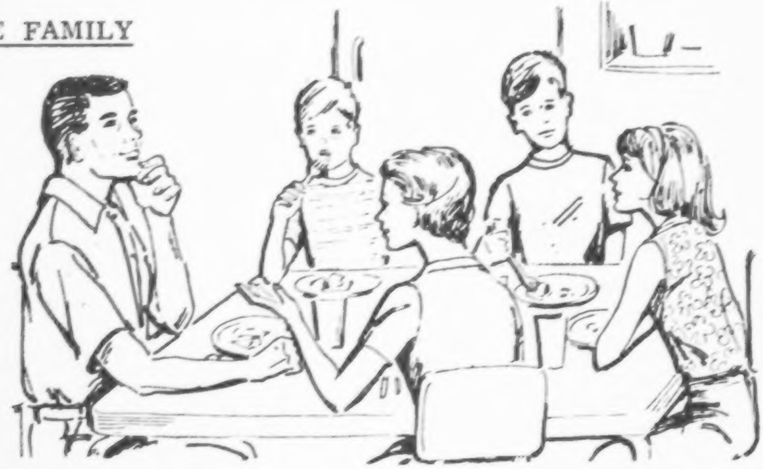
resented

self-image

short-tempered

unnecessary

Health & Family Living
Teacher Guidebook pp. 23-25



Marilyn and Fred have three children. Randy is 15, Allyson 12, and Mark 9. Each of the children is different from the other. Each has his own needs and desires. Fred and Marilyn try very hard to do all they can to meet these needs and give their children love and security.

When Randy and Allyson were small, Fred took time to explain things to them, especially nature and their surroundings. He also had time to play. Marilyn always found time to read stories everyday.

Then Mark was born. Marilyn found there was a big difference between raising two children and raising three children. With all the house work and chores there really wasn't as much time to spend with them. She still felt it was important to read to the children and did so as often as she could.

One by one the children began going to school. Now, you would think Marilyn would have more time to take care of her family. At first she did, but as the children grew and inflation became such a problem, Marilyn found it necessary to take a part time job. Being a full time housewife and mother was a luxury Marilyn felt she could no longer afford.

Even though she worked part time, Marilyn felt guilty about not spending as much time with the children as she had in the past. She became tired easily and often short-tempered. This was not good and Marilyn realized it. She knew that the way she acted could have an affect on the family for the whole day. She knew she would have to make some changes in her life.

One of these changes that seemed to help was having the children do more at home. Chores were distributed equally among the children. Even Dad did his share. With a little extra help Marilyn was able to spend more time with her family. Every night she set aside 5 to 10 minutes for each child. At this time, she asked them about their day at school and what, if anything, might be troubling them. This was also a time when Marilyn could give them praise for good behavior and encourage them to always do their best. She knows that a child's self-image is a major factor in how he acts and what he does.

Mark and Allyson especially needed to build their self-image. Mark was having trouble in school, especially reading. Marilyn checked with Mark's teacher for the best ways to help him. She found that working closely with the teacher really helped. However, Allyson resented all the extra time and attention given to Mark. So with Fred's help they tried to allow equal time for every child.

Lastly, Marilyn changed a few things in her life. Running out of time always troubled her, so she decided to give up all unnecessary activities that took her out of the home and away from her family. Of course, she realized she did need some time for herself, so she continued the activities she enjoyed that didn't demand a lot of extra time.

Marilyn and Fred know it's impossible to be all things to everyone in the family and give right answers to all questions, but at this time in their lives they will be there just in case.

ACTIVITIES

I. Name five or more household duties that can be done by children.

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________

II. Mark T for True and F for False.

____ 1. Younger children pick up the use of words from the example of adults.

____ 2. It is all right for parents to use foul language because they are adults.

____ 3. Parents should let children know that foul language is unacceptable.

____ 4. Foul language can become accepted as a way of life by the teenagers or younger child.

____ 5. A parent cannot correct foul language in a child by getting angry and using it himself.

III. Match to complete the sentence.

a. A big problem today
b. Discipline
c. A teenager faces
d. Parents should foster
e. A teenager responds
f. Grades determine
g. Talk to the teacher if

____ starts in the home.
____ your child has troubles in school.
____ success in a subject.
____ is discipline in the school.
____ many pressures today.
____ a concern for grades.
____ to fair and consistent treatment.

IV. If you are a parent of school age children list five ways you can better meet your children's needs.

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________

V. List the vocabulary words in alphabetical order.

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________
7. ____________________
8. ____________________
9. ____________________
10. ____________________
11. ____________________
12. ____________________

DISCIPLINE

VOCABULARY

attention

disapprove

enforce

flexible

honest

punish

responsible

rules

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Teacher Guidebook p. 24

Ron Astin and his son Joey were on their way to a weekend camping trip with a group of other fathers and sons from the local Parents Without Partners group. Ron drove his van since it was roomy and could hold many people and much equipment.

One man, Frank Powers, was angry with his son Billy. He did nothing but yell and complain from the moment he joined the group. Billy had forgotten to do some work around the house that was supposed to be finished before they left on the trip. Frank began telling him how worthless and stupid he was. He threatened him by saying he would take him home early if he did one more thing his father considered stupid.

Ron was beginning to feel very uncomfortable having to witness this scene. He also felt embarrassed for the young boy. Ron could think of nothing worse or more humiliating than being put down in front of a group of friends.

This incident started Ron thinking back to his own youth some fifteen years earlier. Ron's own father was a strict disciplinarian. His word was law and he never changed his mind, admitted he was wrong, or said he was sorry for any punishment he dealt out.

Once, Ron neglected to mow the grass according to his father's timetable. His punishment was to be "grounded" for three weeks. Not only was he made to stay indoors, but was not permitted to watch television, use the telephone, or take part in any weekend activities.

Ron remembered how angry and resentful he was. He saw this punishment as cruel and unfair. His father did not give him a chance to defend himself or give an explanation as to why he had failed to mow the grass.

As he remembered it, he had to stay after school to take a test he had missed because he was absent the day it was given. Ron knew the punishment was unreasonable, but did not want to anger his father again by mentioning it.

A certain standard of behavior was expected by Ron's father, and he would not settle for less. He never seemed to notice or praise things that were done correctly, such as cleaning the garage or running errands. He only noticed when chores were not done to his satisfaction.

Even as a young boy, Ron vowed that if he one day had children of his own he would treat them much differently.

While Ron was in college studying to become a teacher, he had the opportunity to read many articles and books on discipline concerning children. Ron was impressed by much of what he read. He made notes and outlines of the material for future reference.

For the most part, Ron followed a few simple rules:

1. Don't disapprove of what a child is - disapprove only of what the child does.
2. Give praise and attention to behavior you approve of - not bad behavior.
3. Make sure the punishment fits the crime. It should be reasonable and relate only to the situation at hand not something the child did yesterday or a week ago.
4. Be flexible. Rules may need to be changed as the child grows older. Be willing to compromise.
5. Be honest with the child; if you are wrong, say so and apologize.

Suddenly, the sound of voices brought Ron's mind back to the situation at hand. Things seemed to have settled down for the time being, so Ron decided to change the subject and try to speak privately later in the day with Frank Powers. Ron knew he didn't have the right to interfere in another man's family problems, but he felt he did have the right to ask Frank to deal with it at another time. It was upsetting for him and thought it probably was for the other fathers and sons.

ACTIVITIES

I. Mark T for true and F for false.

___ 1. A parent should give praise for good behavior.

___ 2. A parent does not have to be honest with a child.

___ 3. Encourage and allow discussion with children.

___ 4. If a person disapproves of a child, they should show it.

___ 5. A parent should not feel obliged to justify the rules.

___ 6. Never change the rules; once a rule is made stick to it.

___ 7. Allow a child to assume responsibility for his decisions as he grows up.

___ 8. Punishment does not have to be severe.

II. Arrange the following words in alphabetical order.

parents
lecture
rules
compromise
youth
decision
attention
punishment

1. ______________________
2. ______________________
3. ______________________
4. ______________________
5. ______________________
6. ______________________
7. ______________________
8. ______________________

III. Fill in the sentences with the correct words from the story.

1. Ron and his son, Joey, were on their way to a weekend ______________ trip.
2. Ron drove ______________________ and took two other fathers and sons.
3. One ______________________ was very angry.
4. Ron felt very uncomfortable hearing this ______________________ ______________________.
5. Ron's own father was a strict ______________________.

IV. Divide the following words into syllables and write the syllables on the line.

1. discipline ______________________
2. flexible ______________________
3. discussion ______________________
4. responsibility ______________________
5. compromise ______________________

V. Underline the word that does not belong in the group.

1. discipline - punishment - refuse - self-control
2. angry - glad - mad - stormy
3. chance - youth - teens - children
4. decree - promise - law - rule
5. reliable - trustworthy - responsible - ruin

DISCIPLINE

VI. Write the word that means the opposite of each of the following words.

1. flexible ______
2. angry ______
3. discipline ______
4. enforce ______
5. weekend ______

VII. Answer the following questions.

1. If you were witness to an embarrassing argument between parent and child, what would you do?

2. How would you discipline a child who would not obey instructions?

3. Suppose neighborhood children were teasing your child, what would you do?

4. How would your punishment differ between a ten-year old and a sixteen-year old?

5. When you were a child were you ever disciplined unfairly? If so, explain when and why.

HOUSEFUL OF TEEN-AGERS

VOCABULARY

- acceptable
- adults
- behavior
- decent
- decisions
- discussion
- embarrassed
- important
- information
- praised
- prepare
- raise
- reading material
- regardless
- required
- requirements
- teen-ager

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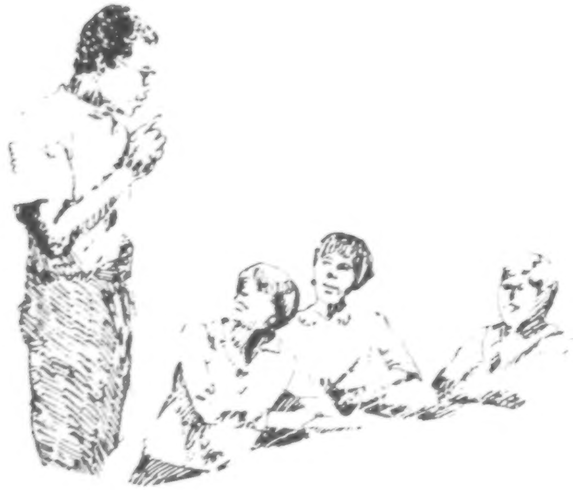

"Whose turn is it to help Grandma clean up the kitchen?" Mr. Gray asked his three teen-aged children after dinner one night.

"Jill worked last week and I do it next week," Ted answered quickly, "So it's Greg's turn this week."

"Oh heck, I have a dumb eight page report due tomorrow for History class and I gotta get going on it," replied thirteen year old Greg. "Can't I skip doing the dishes tonight?"

Mr. Gray spoke up, "Now, Greg, you know the plan. Everybody does his job regardless of what's due tomorrow. The dishes won't take long if you start right now."

"Do you want to make a deal, Greg?" asked his brother, Ted. "I'll do the dishes for you tonight, if you'll do them for me two nights next week."

"That's great!" said Greg. "You pick the nights and I'll work for you."

Mr. Gray was pleased with his sons and the way they were helping each other work out their problems, so he told them how pleased he was. The boys were embarrassed but happy that their dad had praised their behavior. Mrs. Gray had passed away the year before and Mr. Gray was trying his best to raise his children to become decent adults.

"About the report," Mr. Gray went on, "Why are you calling it dumb?"

"I don't know why we have to do such a long report. My report is on Harry Truman and there must be tons of information on Harry Truman. I'll be working all night," said Greg.

"Your teacher has her reasons for giving you that kind of report, Greg. She's helping you prepare for other reports that you'll have to do in other years of school. It's up to you to do the best you can now so that the next report you're required to do will be that much easier," explained Mr. Gray.

HOUSEFUL OF TEEN-AGERS

"When you're ready, let me read it and I'll help you any way I can."

As Mr. Gray sat down to read the evening paper, he made plans to check the reading material at the Adult Basic Education Learning Center where he was studying at night school. Mr. Gray and some of the other students at night school had had a good discussion on how to handle swearing and other undesirable language by their teen-aged children. Maybe some of his friends would have ideas on how to make homework requirements seem more important.

Being a teen-ager was difficult and growing up had its bad moments as well as its good.

ACTIVITIES

I. In the first column are verbs in the present tense. In the second column put the same verb in the past tense.

A	B
1. I ask	I ______________
2. I have	I ______________
3. I start	I ______________
4. I sit	I ______________
5. I say	I ______________
6. I make	I ______________
7. I read	I ______________
8. I do	I ______________
9. I am	I ______________
10. I write	I ______________

II. Answer T for true and F for false.

____ 1. The teen-agers in the story take turns helping in the kitchen.

____ 2. Mr. Gray never praised his children for good behavior.

____ 3. Mr. Gray was going to look for reading material on teen-agers at his ABE Center.

____ 4. Foul language is not a problem that teen-agers have.

____ 5. Growing up is a problem for most teen-agers.

III. John is a fourteen year old who uses language that is not acceptable by his parents. What are some things John's parents could do to help him?

1. ____

____

2. ____

____

3. ____

____

4. ____

____

5. ____

____

IV. Match the word with the meaning.

1. required	____	a. all right
2. decent	____	b. a talk
3. acceptable	____	c. bring up
4. embarrassed	____	d. proper
5. requirements	____	e. things needed
6. raise	____	f. in spite of
7. regardless	____	g. needed
8. discussion	____	h. to feel funny

HOUSEFUL OF TEEN-AGERS

V. If you have teenagers, do you:

		yes	no
1.	Listen to them talk?		
2.	Help them with their problems?		
3.	Have them do jobs around the house?		
4.	Give them money freely?		
5.	Know what kind of friends they have?		
6.	Know where your teenagers spend their spare time?		
7.	Do things with them?		
8.	Understand their moods and feelings?		
9.	Let them make any decisions?		
10.	Give them praise?		
11.	Complain about everything they do?		
12.	Help them with their schoolwork?		
13.	Limit their television watching?		
14.	Let them swear?		
15.	Keep your temper when they do something wrong?		
16.	Tell them you love them?		

LEISURE TIME AND RECREATION

VOCABULARY

- allow
- budget
- conveniences
- conversation
- explore
- leisure
- pressures
- recreation
- restaurants

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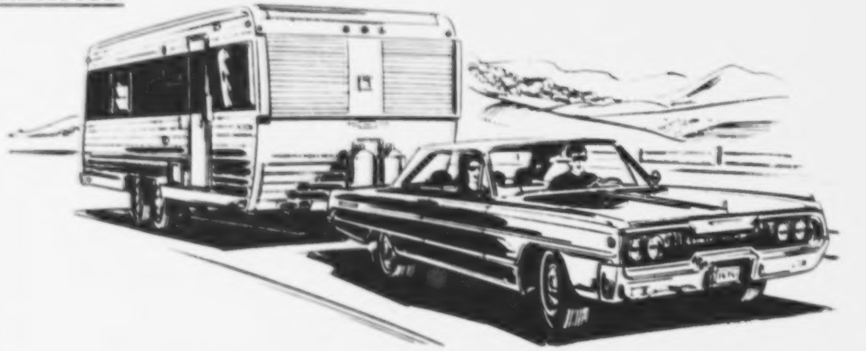

"We're all packed and ready to go," Bill shouted to his wife, Mary, who was still in the house checking to see if they had left anything or anyone behind. Mary was not looking forward to the weekend, but it was so important to Bill and the children. She decided she was going to try and enjoy herself.

As they drove to Deer Lake State Park, Mary thought about the weekend. She and Bill had been talking about buying a camper all winter. Their budget wouldn't allow for a new one, but as soon as spring came they began looking for a good used one. The one they finally bought was in good condition, but it didn't have all the conveniences Mary would have liked. Bill and the kids were so happy with it; they couldn't wait for the first nice weekend.

They arrived at the campgrounds and found a place to park the camper. Mary thought they were too close to the woods, but there were a lot of other campers. It was the only spot they could find. The children ran off to explore and Bill got a fire started so Mary could fix supper. This wasn't Mary's idea of a good time. Her idea was having all the conveniences: sleeping in motels, eating in restaurants and relaxing on a sunny beach. After supper Mary, Bill, and the kids settled in the camper. Mary hoped she could go to sleep, but she kept thinking how close she was to the woods.

When Mary woke up the next morning, she saw the sun. She couldn't believe she had slept all night. After breakfast everyone decided to take a walk. It was nice to do something together, thought Mary.

In fact, the whole day went well. After their walk they met another family who was camping nearby. They had done a lot of camping, so they told Mary and Bill about several nice campgrounds and they made plans to play cards that evening.

That night as Mary rested in bed she had a brighter outlook. Although it meant work for her, she had enjoyed her first day camping. She was beginning to realize that it was good for Bill because he was getting away from the pressures of his job. It was good for the children because they were doing something as a family. They had also made new friends today. Never can tell, thought Mary, if I go camping with Bill maybe he'll take a weekend for my kind of vacation - one with hotels, restaurants, and beaches.

ACTIVITIES

I. Answer the following questions.

1. How you spend your leisure time is important. Just like Mary in the story camping is not for everyone. There are many ways to enjoy leisure time. Name activities that you enjoy doing in your free time.

____

____

____

____

____

____

2. Bowling, movies, eating out are activities that cost money. Sometimes the cost is too much. Can you name some low cost activities?

____

____

____

____

____

3. If you have a family it is a good idea to plan some activities for the whole family. Think of some family activities.

____

____

____

____

____

II. Match group A with group B to make complete sentences.

A

____ 1. Mary and Bill had been talking

____ 2. They arrived at the campgrounds and

____ 3. The children ran off to explore and

____ 4. When Mary woke up the next morning

____ 5. After breakfast the whole family

____ 6. Although it meant work for her,

____ 7. That night as Mary rested in bed

B

a. decided to take a walk.

b. she saw the sun.

c. about buying a camper all winter.

d. she had enjoyed her first day camping.

e. found a place to park the camper.

f. Bill got a fire started so Mary could fix supper.

g. She had a brighter outlook.

III. Compound words are two small words joined together to make a large word. Weekend is an example of a compound word from the story. Find 10 compound words in the story.

1. ____________________

2. ____________________

3. ____________________

4. ____________________

5. ____________________

6. ____________________

7. ____________________

8. ____________________

9. ____________________

10. ____________________

IV. Arrange these words in alphabetical order.

1. swimming

2. walking

3. painting

4. fishing

5. bingo

6. boating

1. ____________________

2. ____________________

3. ____________________

4. ____________________

5. ____________________

6. ____________________

LEISURE TIME AND RECREATION

V. Find these leisure time activities in the puzzle. Look forward, backward, up, down and diagonally.

bowling
camping
fishing
bingo
dancing
bicycling
reading
baseball
picnics
roller skating
swimming
painting

B	T	S	G	N	I	D	A	E	R	S	N	T
I	O	P	O	B	A	S	E	B	A	L	L	T
C	S	W	P	F	I	V	G	T	P	I	N	G
Y	A	O	L	G	G	N	I	P	M	A	C	F
C	V	T	S	I	I	H	G	H	O	R	D	T
L	H	S	D	M	N	B	A	O	F	T	A	U
I	A	C	M	I	T	G	O	D	T	A	N	O
N	Y	I	W	U	D	P	S	A	S	V	C	T
G	W	N	T	M	R	G	N	I	H	S	I	F
S	S	C	V	O	T	S	V	T	E	I	N	S
P	A	I	N	T	I	N	G	B	O	N	G	O
S	T	P	T	B	O	A	V	T	U	M	S	A
R	O	L	L	E	R	S	K	A	T	I	N	G

THE FOUR BASIC FOOD GROUPS

VOCABULARY

- arteries
- avoid
- balanced
- cholesterol
- coconut
- depressed
- diet
- dietician
- evaporated
- hospital
- margarine
- muscle
- occasionally
- opinion
- poultry
- reminder
- saturated
- stress
- substance
- substituted
- uncertainty

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Milk Group

Vegetables and Fruits

Use Daily

Breads and Cereals

Meat Group

Don and Betty Brown looked at each other with uncertainty and sadness. The hospital room was quiet. There were papers with lists lying all over the tray-stand. Don's things were packed. Betty had come to take Don home to recover from his heart attack.

Dr. Jones and Miss Hope, the hospital dietician, had just left the room.

"Looks like I'll never get to eat another good thing," said Don as he picked up the papers from the stand and let them fall from his fingers.

Miss Hope had just explained the diet Don was to be on for the rest of his life and it didn't sound like much fun. But dying didn't sound like much fun either and Don and Betty knew that eating the right foods would help Don live a longer life.

Betty tried to cheer up her depressed husband, "You can learn to do anything if you have to, so we'll just learn to eat differently. Maybe I can learn to cook right yet."

Dr. Jones had told the Browns that Don's attack was caused from blocked arteries that are supposed to supply blood to the heart muscle. Just like old iron water pipes, the arteries were blocked with scars caused from diet, smoking, lack of exercise, and stress. Don's only chance at living a longer life would be to change these causes. He had quit smoking the day of his attack. He promised himself to avoid stress and to walk every day for exercise.

Miss Hope had told the Browns that Don's diet was to be low in cholesterol and low in saturated fats. Cholesterol, Dr. Jones explained, was a fatty substance found throughout the blood and muscles. Cholesterol is produced by the liver or can be eaten in some foods such as eggs, coconut, and meat. Saturated fats are hardened fats such as butter, hard margarine, etc.

Betty gathered the papers from the tray-stand. On the top of the pile was a list of things that could be substituted for those foods not to be eaten.

THE FOUR BASIC FOOD GROUPS

Use:	Do Not Use:
soft corn oil margarine	butter hard margarine
low fat cheese, cottage cheese	sharp cheese high fat cheese
skim milk	whole milk, cream, cream substitute
sherbet occasionally	ice cream
Egg beaters - egg substitute	eggs
poultry, lean meats	bacon, fatty meats, lunchmeat, sausage, hot dogs, liver, organ meats
fish	shell fish (clams, lobster, crab, shrimp)

Miss Hope had given Betty and Don a copy of the Four Basic Food Groups with a reminder that even though Don was on a special diet, the daily food servings were to be taken from the Four Basic Food Groups. It was still important to have foods that made a balanced diet.

THE FOUR BASIC FOOD GROUPS

1. Meat Groups - two servings from this group every day.

beef
veal
pork
ham
poultry
fish
eggs
dry beans, peas
lentils
nuts
peanut butter

2. Vegetable Group - 4 servings from this group each day.

all fruits and vegetables.

3. Milk Group - Servings **

milk - whole, evaporated, skim, dry, buttermilk.
cheese - ice cream

** children - 3 or more
teen-agers - 4 or more
adults - 2 or more
pregnant women - 3 or more
nursing mothers - 4 or more

4. Bread - cereal group - 4 servings from this group each day. (whole grain or enriched)

breads
flour
spaghetti
cereals
grits
noodles
crackers
macaroni
rice

The nurse arrived with the wheelchair to take Don to the outside door of the hospital. Betty and Don wanted to leave as quickly as possible, to look at the sunshine, to start a new life, and to "stop and smell the roses."

ACTIVITIES

I. Fill in the missing word or words.

1. Don was in the ______________________________ recovering from a ______________________________.
2. Miss Hope worked at the hospital as a ______________________________.
3. ____________________ is a fatty substance found in the blood and muscles.
4. Don's attack was caused from ____________________ arteries that feed ____________________ to the heart ____________________.
5. ______________ ______________ are found in meat and butter.
6. Use ______________ ______________ instead of whole milk when you must watch your fats intake.
7. All ______________ and ______________ belong to the vegetable group.
8. ______________________________ need more servings from the milk group than anyone else.
9. Spaghetti belongs to the ______________________________ group.
10. All people should have ______________ servings from the meat group each day.

II. Match the Food Group in column I with the food in column II.

I

meat

vegetable

milk

bread

II

pork

tomatoes

hamburger

Longhorn cheese

pudding

muffin

beans

ham

french fries

cake

ice cream

okra

steak

THE FOUR BASIC FOOD GROUPS

III. Number the sentences in the order things happened in the story.

____ a. Dr. Jones told the Browns about blocked arteries.

____ b. The nurse came to get Don with a wheelchair.

____ c. Miss Hope reminded the Browns to use food from the Four Basic Food Groups.

____ d. Dr. Jones explained about cholesterol.

____ e. Betty tried to cheer up her husband.

IV. Using the Four Basic Food Groups, list how many servings you need from each group.

____

____

____

____

____

V. If you have ever been on a special diet, tell what kind and why.

____

____

____

____

____

____

VI. Give your opinion of a fat free, low cholesterol diet.

____

____

____

____

____

____

____

FOOD AND NUTRITION

VOCABULARY

- challenge
- demonstrate
- economists
- expenses
- inflation
- insulated
- nutritional
- restaurant
- retirement
- specials
- transportation
- utilities

Chester and Molly Moran are senior citizens and live on a fixed income. For thirty years Chester worked for a local steel mill. Now he is retired and lives on his retirement and Social Security. He and Molly also have a small savings account. Many years ago they began to plan for retirement, buying bonds and saving what they could as they went along.

One thing Chester and Molly didn't plan on was runaway inflation. Now, when things should be easier, they find they have to be just as careful as ever with their spending. Utilities and transportation costs are more than they can keep up with. Their home is getting older and in need of repair. However, they hope they will be able to save money by having it insulated against the cold.

Chester and Molly feel they have done all they can to cut their expenses. They are especially careful when it comes to buying food. They shop the specials, and Molly makes out a menu for each week before going to the grocery store. They also plant a garden in the summer.

The Senior Citizens Club in their town often has people come in to talk to the group. Molly and Chester have learned that good nutrition is important all through one's life. Several times home economists have demonstrated menu planning, and the best ways to use leftover foods.

Molly finds it a challenge to see all the ways she can use a ham. First, she may serve a ham dinner. She then freezes the leftovers. Later on in the week she will prepare ham with scalloped potatoes. The next week she and Chester will have ham salad sandwiches for lunch. Molly never throws out a ham bone. With this she makes Chester's favorite home made bean or split pea soup. Chester is proud of the way Molly has learned to stretch their food dollars.

Molly is careful to freeze leftovers promptly if she has no immediate plans for them. She knows it is not a good idea to keep most foods longer than five days in the refrigerator. When she has several small servings of different foods, but not enough for two people, she will section off a large pan and she and Chester will pick their favorites. She then tops off the meal with a small can of pears. Molly knows that thrifty cooks use up every bit of food.

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FOOD AND NUTRITION

Chester and Molly have learned to enjoy the challenge of getting the best nutritional buys for their dollars. Because of their thriftiness, they treat themselves to dinner out at least once a week. Many restaurants offer fish and chicken specials every Wednesday and Friday. Nutritionally, fish and poultry are very good for them.

"Junk" food is just that to the Morans (junk, a waste of money). On the other hand, Chester loves broccoli and asparagus. These vegetables can be expensive, but when in season they are much cheaper. Molly is careful to plan meals around fruits and vegetables in season.

Whether you are on a fixed income or not, inflation is something everyone must learn to live with. A family who tries to plan is going to be happier, have peace of mind, and be able to enjoy life more. It's no fun to have more month at the end of the money.

ACTIVITIES

I. Make a list of foods you consider "junk foods".

1. ______________________
2. ______________________
3. ______________________
4. ______________________
5. ______________________
6. ______________________
7. ______________________
8. ______________________
9. ______________________
10. ______________________

II. Mark T for true and F for false.

____ 1. Eggs should be used only in recipes that require long cooking or baking time.

____ 2. If you are in doubt about a food, refrigerate it just to be sure.

____ 3. Leftovers are still nutritionally good after one week.

____ 4. Sweet corn can be stored with husks on and left uncovered.

____ 5. Removal of the green leafy part from carrots, beets, and radishes helps keep them longer.

III. Match the following measurements.

a. Dash or pinch
b. 1 Tablespoon
c. 1/4 cup
d. 1/3 cup
e. 1 pint
f. 1 quart
g. 1 gallon

____ 2 pints or 4 cups
____ 4 quarts
____ 3 teaspoons
____ 2 cups
____ a sprinkle, add to taste
____ 4 Tablespoons
____ 5 Tablespoons & 1 teaspoon

IV. Multiple choice.

1. To cook using dry heat in an oven.

   stir grill bake

2. To mix several ingredients completely with a spoon.

   baste blend boil

3. To dip foods quickly into boiling water, then into very cold water to stop the cooking.

   blanch braise roast

4. To cook gently just below the boiling point.

   simmer whip poach

5. To break food into pieces with a fork.

   cream sear flake

6. To cook food on a burner in a small amount of oil.

   scald saute puree

7. To sprinkle or dip food with a dry ingredient such as flour.

   dredge steam knead

8. To heat liquid just to the boiling point, but not allowing it to boil.

   stew parboil scald

V. Using this week's newspaper ads, plan a menu for a full week. Do you think you saved money with your plan and grocery list? List five items on which there was a savings.

GLOSSARY OF TERMS

abrasions - wound made by rubbing or scraping.

acceptable - satisfactory, O.K.

accident - an unexpected and unwelcomed event.

activities - things to do.

adults - grown up people; mature.

allow - to permit.

antidote - a remedy to counteract the effects of a poison.

antiseptics - a substance that kills germs.

appliance - a device for a particular purpose, usually electrically operated.

arteries - any of the tubes in the body that carry blood from the heart to any part of the body.

attention - a looking, listening, or thinking carefully and steadily.

avoid - to keep away from.

bacteria - tiny plants of one cell that can be seen only through a microscope. Some are harmful, causing disease, and others are useful.

balanced - kept steady.

basin - wide, shallow vessel, used for holding water or other liquids.

bathe - to clean; wash.

behavior - way of acting.

budget - a plan that shows how money is to be divided up and spent.

bulging - something that is swollen or bent outward.

cardiac pacemaker - any of several miniaturized and surgically implanted electronic devices to regulate the heartbeat.

challenge - a call to prove one's courage, skill, etc.

cholesterol - a white soapy crystalline substance found in all tissues.

chores - odd jobs, tasks.

climbed - to have ascended.

coconut - fruit of the coco palm tree.

contamination - infected.

continued - keep up without a break.

coordination - to work in harmony.

conveniences - a handy device; a useful appliance.

conversation - informal talk between two or more people.

decent - proper for a particular time or place.

decisions - act of deciding; judgment.

demonstrate - to teach or explain by showing examples.

depressed - to be less active; low spirits.

desires - wishes; cravings.

determine - firm; resolute.

diet - to eat only certain foods; one's usual food and drink.

dietician - a person who knows the effect of different food upon the body.

different - unlike; separate.

diphtheria - a dangerous and contagious disease of the throat.

disapprove - to refuse permission.

discussion - exchange of ideas between two or more persons.

GLOSSARY OF TERMS

eager - full of keen desire.

economists - a specialist in economics.

electrical - operated by electricity.

electrocuted - to execute by passing a high-voltage electric current through the body.

encourage - to give hope.

embarrassed - feeling self-conscious.

emergency - sudden happening that makes quick action necessary.

enforce - to compel obedience.

equipment - things needed for a particular purpose.

evaporated - to disappear; faded.

examination - a careful check to find out facts.

expenses - causes of spending.

explore - to travel over or into a region to learn more about it.

extension - a making longer or larger.

flexible - adaptable; capable of fitting to new conditions.

fractures - breaks or cracks in a bone.

hardware - articles made from metal.

hazards - risks; chances of damage or loss.

honest - trustworthy.

hospital - place for treatment and care of the sick.

kindergarten - a school for young children that prepares them for elementary school.

laceration - a wound.

leisure - free; not occupied by work or duties.

library - room or building where books are kept to be used or borrowed.

limbs - arms or legs of a man or animal.

liquid - one of three main forms of matter (solid, liquid, gas).

local - having to do with a particular place.

luxury - something that is not necessary for life but which can make it more enjoyable.

magazine - collection of stories, poems, or other reading matter issued at regular times.

margarine - a butterlike spread for bread, made from vegetable or animal fats.

mattress - a cloth-covered pad of springy material for a bed.

microwave - an oven which uses an electromagnetic radiation to prepare food.

muscle - a tissue composed of fibers capable of contracting and relaxing to effect bodily movement.

nutritional - that which is nourishing to the body.

occasion - an event or happening.

occasionally - now and then.

opinion - belief or conclusion held with confidence, but not substantiated by positive knowledge or proof.

original - first; initial.

patient - capable of bearing affliction with calmness.

pediatrician - a physician who specializes in the treatment of children.

penetrated - to enter or force a way into; pierce.

pertussis - a disease also called whooping cough.

plexiglass - a light, permanently transparent, weather-resistant thermoplastic.

plug - an object used to stop a hole or gap.

poisoning - having ingested a harmful substance into the body.

poultry - domestic fowls, such as chickens, turkeys, ducks, raised for food or eggs.

praised - to be given high appraisal.

prepare - to make ready beforehand for some specific event.

prepared - equipped; ready.

pressures - to force, as by overpowering influence or persuasion.

prop - to keep from falling; support.

propped - held up; supported.

punish - to subject someone to penalty for crime or misbehavior.

raise - to move or cause to move upward; elevate; lift.

reading material - magazines, books, newspapers, etc., used to improve reading skills.

recreation - play; relaxation.

regardless - heedless; unmindful.

register - an official recording of items, names or actions.

reminder - a way to bring something to mind.

required - needed; essential.

requirement - that which is required.

resented - to have felt indignant.

responsible - legally responsible for the care or welfare of another.

restaurant - a place where meals are served to the public.

retirement - the act of retiring.

rodents - any of various mammals of the order Rodentia, such as mouse, rat, squirrel, etc.

rubella - a disease, also known as German measles.

rules - regulations; an established standard.

saturated - full; unable to hold more of a substance.

severe - harsh, stern, strict.

skillet - a frying pan.

slippery - causing to slip or slide.

socket - the hollow part of a joint that receives the end of a bone.

special - additional; extra.

stress - a mentally or emotionally disruptive influence; distress.

substance - a basic element; matter.

substituted - to have taken the place of another.

suggested - evoked; intimated.

symptoms - any circumstance or characteristic of a condition or event.

teenager - a person between the ages of thirteen and nineteen.

temperature - hotness or coldness, usually measured with a thermometer.

GLOSSARY OF TERMS

tetanus - serious nerve disease causing contraction of the muscles until they are rigid.

transportation - a carrying or being carried from one place to another.

unbreakable - something which is not easily broken.

uncertainty - the condition of being in doubt.

unnecessary - not necessary; needless.

utilities - the quality of being useful.

vaccine - killed or weakened germs of a disease, introduced into the body to make it resistant to attacks of that disease.

wrist - joint connecting the hand and forearm.

ANSWER KEY

IMMUNIZATIONS, EYE AND DENTAL CARE FOR CHILDREN

I. 1. f
2. g
3. h
4. a
5. i
6. c
7. b
8. d
9. j
10. e

II. 1. young
2. up
3. first
4. hard
5. left
6. after
7. told
8. found
9. gave
10. remember

III. 1. Today I registered her for kindergarten.
2. I'm glad I remembered to take Kathy's immunization record.
3. I am sending you a copy.
4. She doesn't mind going at all.
5. As you can see I've had a busy day.

IV. Answers will vary for 3 questions.

V.

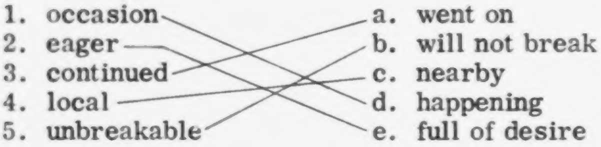
E	X	A	M	I	N	A	T	I	O	N
Y	O	U	R							
E	V	E	R	Y						
C	H	E	C	K						
A	P	P	L	E						
R	U	B	E	L	L	A				
E	Q	U	I	P	M	E	N	T		

ANSWER KEY

SAFETY TIPS FOR CHILDREN

I.
1. Ann checked the temperature of the milk on the inside of her wrist.
2. She bathed the baby in a tub on the table because she was still too small to bathe in a large tub.
3. Bobby rolled off of the table when he was left alone.
4. Ann told Barbara to look for books with tips on caring for children at the library or at the bookstore.

II.



1. occasion	a. went on
2. eager	b. will not break
3. continued	c. nearby
4. local	d. happening
5. unbreakable	e. full of desire

III. Answers will vary.

IV.
1. dashed
2. tested
3. pour
4. went
5. sat
6. realized
7. gave
8. wiggled, fell
9. filled, placed
10. returned, tried

V. Answers will vary.

INDOOR SAFETY

I. Answers will vary.

II.
1. electrical
2. stairways
3. repaired
4. plexiglass
5. newspaper
6. paints
7. furnace
8. directions
9. rubber

III.
1. so
2. one
3. not
4. for
5. be
6. eight
7. through
8. their
9. would
10. knew

IV.
1. T
2. F
3. T
4. T
5. F
6. F
7. T
8. F
9. T
10. T

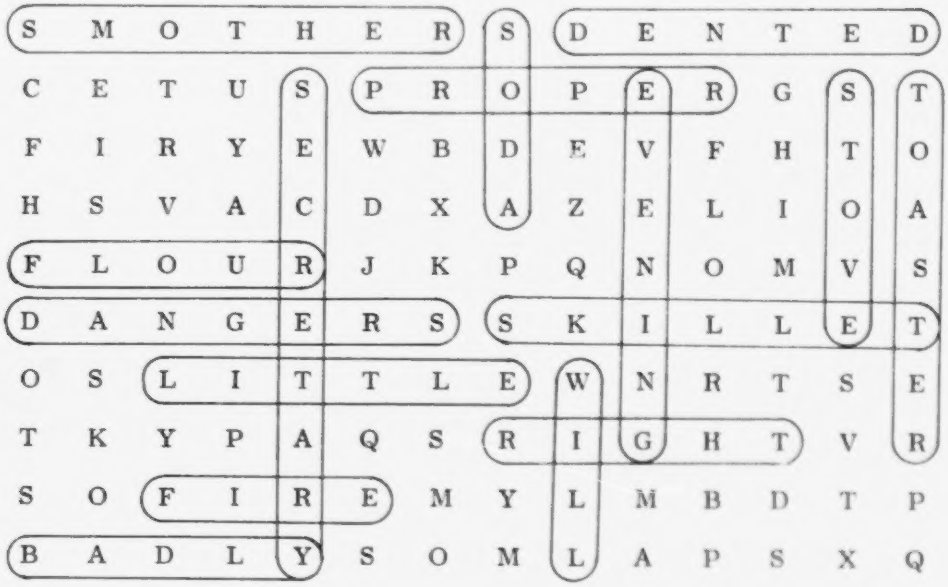
V.

Across	Down
1. plexiglass	1. poured
2. pop	2. products
3. patient	3. prevent
	4. plug

ANSWER KEY

SAFETY IN THE KITCHEN

I.



S	M	O	T	H	E	R	S	D	E	N	T	E	D
C	E	T	U	S	P	R	O	P	E	R	G	S	T
F	I	R	Y	E	W	B	D	E	V	F	H	T	O
H	S	V	A	C	D	X	A	Z	E	L	I	O	A
F	L	O	U	R	J	K	P	Q	N	O	M	V	S
D	A	N	G	E	R	S	S	K	I	L	L	E	T
O	S	L	I	T	T	L	E	W	N	R	T	S	E
T	K	Y	P	A	Q	S	R	I	G	H	T	V	R
S	O	F	I	R	E	M	Y	L	M	B	D	T	P
B	A	D	L	Y	S	O	M	L	A	P	S	X	Q

II. Answers will vary.

III. 1. F
2. T
3. T
4. F
5. T
6. T

IV. Answers will vary.

V. 6 "hot."
5 can be bought at a hardware.
4 do not eat it.
7 nuts, popcorn and candy.
1 out of a child's reach.
2 can openers and kitchen utensils.
3 insects and rodents.

ANSWER KEY

FIRST AID

I. 1. T 5. T
2. F 6. T
3. F 7. T
4. T 8. F

II. 1. wound
2. "in shock"
3. abrasions, lacerations, punctures
4. water or milk
5. swelling, pain
6. back
7. compresses
8. puncture wound

III. 1. lying down
2. dry dressing
3. ammonia
4. bad burns
5. dentist

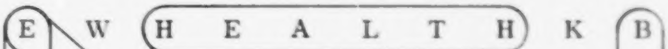
IV. aspirin
bruise
emergency
fracture
injury
poison
shock
symptom
wound

V. 1. c
2. d
3. a
4. b
5. e

VI. 1. Red Cross
2. automobile
3. eight
4. family doctor
5. forehead

VII. Answers may vary.

VIII.



E	W	H	E	A	L	T	H	K	B
A	M	E	I	N	J	U	R	Y	L
R	L	E	W	D	R	U	G	S	E
L	C	A	R	E	M	O	P	Q	E
O	P	O	I	G	T	R	W	E	D
W	O	U	N	D	E	S	T	E	I
D	G	H	P	H	O	N	E	S	N
S	H	O	C	K	S	O	C	L	G
G	P	V	I	C	T	I	M	Y	K
D	A	N	G	E	R	R	O	U	R
P	I	B	V	G	T	C	O	M	A
A	N	O	C	D	B	U	R	N	S

ANSWER KEY

MEETING THE NEEDS OF THE FAMILY

I. Answers will vary.

II. 1. T
2. F
3. T
4. T
5. T

III. b starts in the home.
g your child has troubles in school.
f success in a subject.
a is discipline in the school.
c many pressures today.
d a concern for grades.

IV. Answers will vary.

V. 1. activities
2. behavior
3. chores
4. desires
5. different
6. encourage
7. impossible
8. luxury
9. resented
10. self-image
11. short-tempered
12. unnecessary

DISCIPLINE

I. 1. T
2. F
3. T
4. F
5. T
6. F
7. T
8. T

II. 1. attention
2. compromise
3. decision
4. lecture
5. parents
6. punishment
7. rules
8. youth

III. 1. camping
2. his van
3. father
4. argument
5. disciplinarian

IV. 1. dis ci pline
2. flex i ble
3. dis cus sion
4. re spon si bil i ty
5. com pro mise
6. pun ish ment

V. 1. self-control
2. glad
3. chance
4. promise
5. ruin

VI. 1. rigid
2. glad
3. lax
4. permit
5. weekday

VII. Answers could vary.

VIII. Answers will vary.

ANSWER KEY

HOUSEFUL OF TEEN-AGERS

I. I asked
I had
I started
I sat
I said
I made
I read
I did
I was
I wrote

II. 1. T
2. F
3. T
4. F
5. T

III. Answers may vary.

IV. 3 a.
8 b.
6 c.
2 d.
5 e.
7 f.
1 g.
4 h.

V. Answers may vary.

LEISURE TIME AND RECREATION

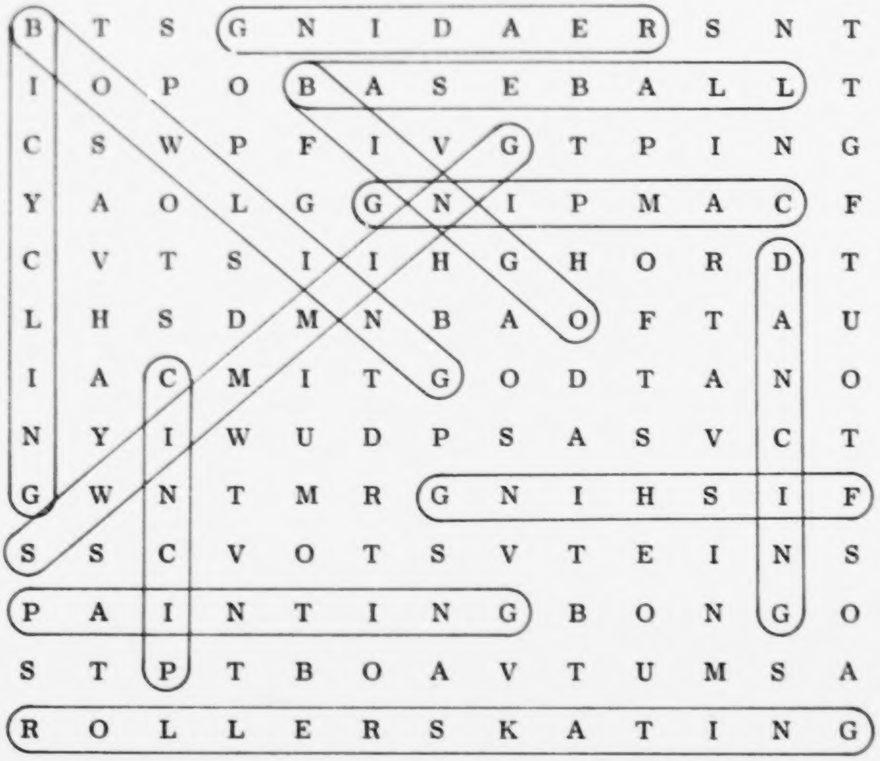
I. Answers may vary.

II. 1. c
2. e
3. f
4. b
5. a
6. d
7. g

III. Answers may vary.

IV. 1. bingo
2. boating
3. fishing
4. painting
5. swimming
6. walking

V.



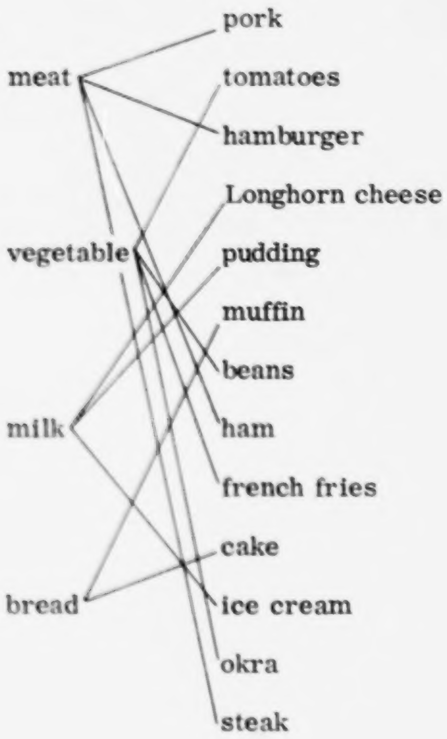
B	T	S	G	N	I	D	A	E	R	S	N	T
I	O	P	O	B	A	S	E	B	A	L	L	T
C	S	W	P	F	I	V	G	T	P	I	N	G
Y	A	O	L	G	G	N	I	P	M	A	C	F
C	V	T	S	I	I	H	G	H	O	R	D	T
L	H	S	D	M	N	B	A	O	F	T	A	U
I	A	C	M	I	T	G	O	D	T	A	N	O
N	Y	I	W	U	D	P	S	A	S	V	C	T
G	W	N	T	M	R	G	N	I	H	S	I	F
S	S	C	V	O	T	S	V	T	E	I	N	S
P	A	I	N	T	I	N	G	B	O	N	G	O
S	T	P	T	B	O	A	V	T	U	M	S	A
R	O	L	L	E	R	S	K	A	T	I	N	G

ANSWER KEY

THE FOUR BASIC FOOD GROUPS

I. 1. hospital, heart, attack
2. dietician
3. cholesterol
4. blocked, blood, muscle
5. saturated fats
6. skim milk
7. fruits and vegetables
8. teen-agers
9. bread
10. 2

II.



meat
vegetable
milk
bread
pork
tomatoes
hamburger
Longhorn cheese
pudding
muffin
beans
ham
french fries
cake
ice cream
okra
steak

III. 2 a.
5 b.
4 c.
3 d.
1 e.

IV. meat - 2
vegetable - 4
milk - answers will vary.
bread - 4

V. Answers will vary.

VI. Answers will vary.

FOOD AND NUTRITION

I. Answers will vary.

II. 1. T
2. T
3. F
4. T
5. T

III. f 2 pints or 4 cups
g 4 quarts
b 3 teaspoons
e 2 cups
a a sprinkle, add to taste
c 4 Tablespoons
d 5 Tablespoons & 1 teaspoon

IV. 1. bake
2. blend
3. blanch
4. simmer
5. flake
6. saute
7. dredge
8. scald

Va. Answers will vary.
Vb. Answers will vary.